

The **ATTA** MAGAZINE

OFFICIAL ORGAN OF THE
ALBERTA TEACHERS' ASSOCIATION
MAGISTRI  NEQUE SERVI

VOL. XIX, NO. 8

APRIL, 1939

"Progressive Education Advances"



Alberta has adopted a programme of studies whose underlying philosophy is that of the Progressive Education Association. Do you agree with that philosophy? Do you disagree? Is this your practiced philosophy expressed for you?

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Imperial Bank Bldg., Edmonton

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Volume XIX

APRIL, NINETEEN HUNDRED AND THIRTY-NINE

Number EIGHT

EDITORIAL

ATTENDANCE BY PROXY VALUELESS

MEMBER! As you make your decision as to whether or not you will come to the Convention, don't forget these two points:

- (1) This is not a Convention for delegates only but for YOU and every other teacher administering the new courses of studies anywhere in Grades I to XII inclusive;
- (2) It will be impossible for your delegate to return to your Sub-local and report what has taken place. Discussion in four or five subject-matter fields will all be taking place at the same time. Your delegate can be at only one such meeting. For example if he participates in the Social Studies discussion, then he misses entirely the discussions on Literature, Science, Mathematics and Rural Organization.

Neither is this a Convention where our guest speakers are going to ask you to sit for two days and listen to learned addresses. The addresses will be short and to the point, and, at the speakers' request, will be followed by discussions. Whether or not the discussions are alive is up to you.

PENSIONS AT LAST

AS WE go to press news comes that "The Teachers' Retirement Fund Act" has gone through the Committee stage and unless something decidedly extraordinary happens in a very short time it will be law. One breathes a sigh of relief as this long chapter of energy and effort discouragingly expended becomes a matter of past history. The panorama of deputations to governments over a period of twenty-five years passes before the mind's eye. One recalls also the names of a few of the many workers who have taken a leading part in the long, long, sustained effort: Sam Dymond (deceased), T. E. A. Stanley (retired), Howard Dobson, Rachael Coutts (retired), Milt Brock, R. D. Webb, J. T.

Cuyler, Charley Peasley, James McCrea, Ced. Hicks, Del Shortliffe, Gordon Harman, Harry Clark, Frank Speakman, Fred Parker, Raymond Shaul, Harry Ainlay and a host of others who now may sit back with feelings of satisfaction that he each has done his share to remove the stigma heretofore being borne by Alberta of being unique, because pensionless.

THE Act provides for the establishment of a Retirement Fund for the payment of superannuation of teachers employed in schools operating under *The School Act*. The fund will be made up of contributions (3%) made by the teachers from their salaries, which contributions will be deducted from their salaries by the school boards, and a like amount will be retained by the Department out of school grants and paid over to the Board of Administrators.

The Board of Administrators who will administer the Fund is constituted as a body corporate, consisting of four members appointed by the Lieutenant Governor in Council, two of whom shall be nominated by the Executive Council of the Alberta Teachers' Association. This Board of Administrators will serve without remuneration and will be entitled to travelling expenses only. Administrative expenses of carrying out the scheme will have to be met from out of the Fund but office accommodations for administrative purposes are to be provided by the Department of Education. Any pensions payable under the Fund shall not be capable of assignment nor liable to be taken in execution, nor subject to any law relating to bankruptcy or insolvency.

IN THE Act itself there are no provisions made as to the amount of pension which shall be paid; what shall be the retirement age; what shall be the minimum number of years of service before a pension can be paid; what amount shall be returnable in the event of a teacher leaving the profession after having paid into the

Fund for several years and all those hundred and one details which are often provided for in a pensions' act are left to the Board of Administrators to decide by regulation approved by the Lieutenant Governor in Council. Experience has shown that where one has all the details of a scheme set forth in the Act itself, after its being in operation for a few years the details are bound not to be workable and require the Act to come before the Legislature from time to time. A change in regulation by the Board of Administrators will be a much simpler process as this Board of Administrators will be, so to speak, a perpetual actuarial power able to "cut the cloth according to the measure".

One significant feature of the Bill is that one-sixth of every teacher's contributions for the first five years

will not be put to the teacher's credit in his personal account but placed in a separate reserve fund to be dispersed, as the Board of Administrators by by-laws may decide, for the purpose of creating benefits for retiring teachers whose contributions under this Act have not built up an adequate retirement benefit.

* * *

AT THIS time expressions of gratitude are due to the various bodies who have sponsored the teachers' cause in this regard—Provincial Home and School Association and several local branches thereof; the Alberta School Trustees' Association and several school boards throughout the Province, including Edmonton, Calgary, Lethbridge and Medicine Hat, women's institutes and service clubs—Thanks again!

The Teachers' Retirement Fund Act, 1939

HIS MAJESTY, by and with the advice and consent of the Legislative Assembly of the Province of Alberta, enacts as follows:

TITLE.

1. This Act may be cited as "*The Teachers' Retirement Fund Act*."

2. In this Act, unless the context otherwise requires,—

- (a) "Board of Administrators" or "the Board" means the Board of Administrators appointed and constituted under the provisions of this Act;
- (b) "Fund" means the Teachers' Retirement Fund established under the provisions of this Act;
- (c) "Teacher" means any person holding a valid certificate of qualification issued under the regulations of the Minister of Education of the Province of Alberta who is employed by the board of trustees of a school district or a school division formed and constituted under *The School Act* in the capacity of a teacher in a school, superintendent, supervisor, principal or other such official, or employed by the Alberta Teachers' Association.

APPLICATION OF THE ACT.

3. This Act shall apply to all teachers actually employed in teaching in those school districts or school divisions receiving grants from the Province of Alberta and to any teacher acting as a full-time employee of the Alberta Teachers' Association.

THE FUND.

4.—(1) The Department of Education is hereby authorized and empowered to establish a teachers' retirement fund to be derived from,—

- (a) gifts and legacies;
- (b) amounts contributed by teachers as herein after provided;
- (c) interest or other income derived from the fund.

(2) A separate account of the payments into the Fund made in respect to each teacher shall be kept by the Board of Administrators of the Fund.

5.—(1) From and after the first day of September of the year 1939 every teacher shall contribute

to the Fund an amount equal to three per centum of his salary as a teacher earned by him at any time on, from and after the above mentioned date in the manner herein provided,—

- (a) The board of trustees of each and every school district or school division in the Province of Alberta is hereby empowered to retain and shall retain from the salary of each and every teacher the percentage which such teacher is required to contribute to the Fund in accordance with this section, which percentage shall be deducted from each payment on account of salary made to such teacher, and all moneys so retained shall be deemed to have been paid on account of such salary and shall be deemed to be a contribution to the Fund by the teacher from whom the percentage of salary has been retained.
- (b) The Department of Education is hereby empowered to retain and shall retain, semi-annually at the end of each school term, from the grant payable to each and every school district or school division under *The School Grants Act* in aid of schools organized and conducted under the provisions of *The School Act, 1931*, an amount equal to the amount so required to be retained by the board of trustees from the salaries of all teachers of each school district or school division during each term, and to receive and pay over to the Board for the purposes of the Fund the moneys so retained or received, and all moneys so retained and paid over shall be deemed to have been paid over to and received by the board of trustees on account of the Legislative grant to the school district or school division for that term.

(2) During the first five years of any teacher's participation under the provisions of this Act, one-sixth of his contributions shall not be placed to the credit of such teacher in his account in the Fund but shall be placed in a separate reserve fund to be disbursed as the Board of Administrators by by-laws may decide, for the purpose of creating benefits for retiring teachers whose contributions under this Act have not built up an adequate retirement benefit.

6. For the purpose of assisting the Department in determining the amount which should be retained and paid over, the board of trustees of each school district or school division shall, semi-annually, with the returns for the school term which the board of trustees is by law required to furnish to the Department, furnish the Department with a complete and accurate record, certified to be such by the secretary-treasurer or other proper officer of the school district or school division, showing the name of each teacher employed by the board of trustees in that term, the amount of salary earned by each teacher together with such further information respecting any such salary as shall be required by the Department.

BOARD OF ADMINISTRATORS.

7.—(1) There shall be a Board of Administrators consisting of four members, of whom three shall form a quorum for the transaction of business, who shall manage, control and administer the said Fund and shall be a body politic and corporate with all the powers and immunities provided by law for such bodies.

(2) Two of the members of the Board shall be appointed by the Lieutenant Governor in Council in such manner and for such term or terms and at such times as he may determine.

(3) The two other members of the Board shall be teachers and shall be appointed by the Lieutenant Governor in Council, one of whom shall serve until the thirtieth day of June, 1941, and the other of whom shall serve until the thirtieth day of June, 1943, and their successors from time to time appointed shall serve for a term of four years each from the dates at which their respective appointments take effect. The two members so appointed under this subsection shall be nominated by the Executive Council of the Alberta Teachers' Association at least one month before the date on which they shall enter upon their duties as members of the Board of Administrators.

(4) If any member of the Board shall vacate his office or should the office for any reason become vacant, the Lieutenant Governor in Council shall appoint a successor to serve for the unexpired term.

POWERS OF THE BOARD.

8.—(1) The Board of Administrators is hereby empowered to act as and shall be the trustee of, and to manage, control, invest and administer the said Fund and its distribution; to receive moneys therefor whether by way of contribution, gift, grant, legacy or otherwise; to appoint, employ, remove and discharge such officers or employees as it may deem necessary for the exercise of its powers; to determine who shall be entitled to participate in the said Fund and the amount each participant shall receive, the manner and times of such receiving; to refund and pay to, or to the estate of, any teacher who has contributed to the said Fund such sum or sums as it may determine or to decline to so refund any moneys contributed by such teacher and to regulate the payment out of all moneys belonging to the said Fund; to enter into any engagement or agreement from time to time to bring about or to facilitate the transferring of any benefit to which any teacher is or may be entitled to in the said Fund to any other similar Fund and the transferring to the said Fund of the benefits to which any person may be similar-

ly entitled in any other similar Fund; and to do all acts and make all such provisions and regulations as shall appear proper and necessary touching the well-ordering of all the affairs and business of the said Fund and for such purpose or any of them from time to time to pass by-laws and to amend, repeal, add to or re-enact all or any of such by-laws, and such by-laws, as long as they shall be in force shall have the same force and effect as if part of the Act and be binding upon all persons to whom they shall apply;

Provided always that all moneys to be invested by the Board hereunder shall be invested in such bonds, debentures or other securities as trustees are authorized by law to invest money in.

(2) All such regulations so made, and all by-laws so enacted or passed, shall, however, before having any force or effect, be approved by the Lieutenant Governor in Council and be published once in *The Alberta Gazette*.

(3) On or before the first day of October of each year the Board shall furnish to the Department of Education an audited statement showing the standing of the Fund as at the thirtieth day of June preceding and containing such other information as the Lieutenant Governor in Council may from time to time require.

(4) Without limiting the powers of the Board as otherwise provided in this Act, the Board is hereby authorized to include in its by-laws provisions to the effect that a differentiation may be made in the amounts of the pensions, which shall be granted to teachers after the passing of this Act, according as their service is of a contributory or a non-contributory nature.

9. Every person who, under the regulations or by-laws of the Board is entitled to receive after the passing of this Act an amount as pension from the Fund, shall also be entitled to receive an equal sum out of moneys appropriated by the Legislature for that purpose, and when paying the amount to which such person is so entitled under the said regulations or by-laws, the Board shall also advance and pay such equal sum, and the Provincial Treasurer shall at the end of each month pay over to the Board out of moneys so appropriated, all sums which during such month shall have been so advanced and paid by the Board.

10. The members of the Board of Administrators shall serve without remuneration, but shall be entitled to receive, and shall be paid all necessary and actual expenses including travelling expenses incurred in and about the performance of their duties as such members.

11. All costs and expenses incurred in carrying out the objects of this Act shall be borne and paid out of the Fund, provided however that the Department of Education shall provide office space for the performance of all clerical duties necessary to carrying out the objects of the Act as well as for the storing of all documents, files, cards, etc., necessary for the carrying out of the objects of this Act.

12. Neither the right of any teacher to receive a payment out of the said Fund nor any moneys payable to the teacher under this Act or as advances by way of gratuity, whether made in periodic pay-

ments or otherwise, shall be capable of being assigned, charged or anticipated or given as security nor shall the same be liable to be seized, attached or levied upon by or under the process of any court and such rights and money shall be exempt from the operation of any law relating to bankruptcy or in-

solveny and the Board may in its discretion refuse to recognize any power of attorney granted by a teacher with reference to any such payment.

13. This Act shall come into force on the day upon which it is assented to.

PRESIDENT'S NEWS LETTER » » »

Fellow-Members of the A.T.A.:

This Convention number of the magazine brings to you the details of the Easter programme. We hope you appreciate the significance of the programme arranged with the Progressive Education Association. After two or three years' trial of the course of studies in various grades, we are to review the underlying aims and evaluate what we are doing. We have not exhausted the possibilities of our new courses; there is, in fact, a danger that we interpret them in the spirit of the old, rather than the new philosophy.

If you intend to attend any convention during the next few years, this is the one to which you should purchase your ticket. Alberta cannot hope to duplicate this programme for a long time. Do not sit back thinking that when your local has appointed its delegates, you have but to stay at home and have the good news brought to you. The addresses and discussions of this convention should be interpretative and constructively critical of our rural, elementary, intermediate and senior high school courses of studies. Our guest speakers will tell us what others are attempting and are doing with similar outlines.



ON BEHALF of the City of Edmonton
I wish to extend a cordial welcome to all teachers attending the Easter Convention in Edmonton from April 10th to 14th.

I trust that the Convention will prove most satisfactory from an educational point of view, and that it will be a most enjoyable occasion for all those attending, particularly our visitors from out of town.

JOHN W. FRY,
MAYOR OF EDMONTON.

ANNUAL ELECTIONS

Hundreds of members will have sent in their ballots before now. If you have not sent yours, please do so today. The Executive does not believe that ballots from twenty-five per cent of our members reflect a live interest on the part of members in general. This is your Association. May we have a record vote this year!

PENSIONS

At last Alberta has a teachers' pension bill. This bill was a long time finding its place on the statute books of the Province. The hearty thanks of the membership are due and given to all who both now and in the past have been interested workers for the establishment of a teachers' retirement fund.

SERIES OF EDUCATIONAL BROADCASTS

The Canadian Broadcasting Corporation in co-operation with the Canadian Teachers' Federation and the Canadian Association for Adult Education is presenting a series of broadcasts, each Wednesday from 7.00 to 7.30 p.m., M.S.T. The series commenced on March 15th and continues until May 24th. A round table discussion follows each address. Topics yet to be broadcast are: Why the Frills?; Can Education Prevent Crime?; Can Parents Help the School?; Education and Rural Life; Education and National Health; Where is the Money Coming From?; Larger School Units; and When Does Education Stop? Your co-operation in giving publicity to the series of broadcasts will be appreciated by the Canadian Teachers' Federation.

ANNUAL GENERAL MEETING

In view of the fact that the first two convention addresses are scheduled for the early afternoon of Monday, April 10th, it was necessary to call the Annual General Meeting for 9 a.m. of that date. **DELEGATES, PLEASE NOTE.**

Don't forget that quota of two thousand.

Fraternally yours,

M. E. LaZerte, President.



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The Royal Visit » » »

OF ALL THE PEOPLE in Canada who will get a special thrill from the visit of Their Majesties probably the children will come first. They are at the age when hero worship is a strong characteristic, their memories are retentive, and for most of them it will probably be the only opportunity in their life-time of meeting their sovereign face to face.

The Royal Visitors embody in themselves so many fine qualities, attitudes and aspirations that their presence will be an inspiration to all of us. Besides, have they not said that above all else they wish to see Canadian children! And we shall be proud to have them see our children and to admire their development, their appearance of well-being and their vivacity.

The Committees in Calgary and Edmonton are anxious that no child who can possibly manage to reach the city shall be denied the opportunity of seeing the Visitors.

The School Act does not permit of the expenditure of school monies either for transportation or entertainment. The children therefore will be dependent on the enthusiasm and organizing ability of the local residents, school boards, parents and interested adults, if the most is to be made of this great event. As the children look first of all to the teacher for leadership on any such occasion as this, a great deal will depend on the enthusiasm which she is able to generate in the school itself. This will soon make itself felt in the homes and community generally. The central committees feel that the teachers will sense this as an opportunity for the development of patriotism and devotion to our country probably more than any other group of persons and so look with confidence to them to take a prominent part in furthering arrangements for the visit of the children to the centres where the King and Queen will stop. It is hoped through the co-operation of everybody to make this a never-to-be-forgotten day for the children of Alberta.

DR. G. F. McNALLY, Deputy Minister
of Education for Alberta.

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Re Summer School Course on The Psychology and Supervision of Reading

To the Members of
The Alberta Teachers' Association.

Ladies and Gentlemen:

I have pleasure in reporting that the Executive has instructed me to make arrangements for a summer school course this year for the training of Study Group Leaders in the sub-locals. The course being arranged for this summer is **THE PSYCHOLOGY AND SUPERVISION OF READING**. The University has reduced the fee for the course to the nominal rate of \$6.00 for those who are not taking the course for undergraduate or graduate credit. If taken as a short course it will, when completed satisfactorily, give 2 credits towards changing an Interim to a Permanent Professional Certificate.

Students who wish to earn undergraduate or graduate credit for the course may do so by paying the balance of the regular \$20 fee, and completing the extra-mural assignments that will be given at the end of the summer course.

Nearly fifty teachers are now registered for the course, many of these being delegates chosen by their respective sub-locals throughout the Province. Registration will be accepted up to the beginning of the first lecture in July.

The Executive has authorized the expenditure of monies necessary for all books and tests required in the course. We have already purchased much of the material that will be required.

The Major topics of the course will be:

1. Intelligence Tests for Grades I to VIII;
2. The Psychology of Reading, including a review of the experimental work in reading;
3. Standardized Tests in Reading;
4. Diagnosis of Difficulties in Reading; and
5. Remedial Work in the Grades.

Respectfully submitted,

M. E. LaZerte.

Teachers---

Welcome to Edmonton for Your Easter Convention

It is our sincere wish that this will be the most successful convention that you have ever held.

May we suggest that during your stay in our City, you visit our office and let us fully explain to you the advantages of **THE TEACHER'S PERSONAL EFFECTS POLICY — PROTECTION FOR YOUR VALUED POSSESSIONS WHILE AT HOME AND WHILE TRAVELLING DESIGNED ESPECIALLY FOR YOU.**

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JULY 3 -- AUGUST 12

Under the new regulations, it is important to register as soon as possible and obtain for each course direction concerning the necessary preparation.

Complete information will be found in the University Summer Session Announcement, which may be obtained from the Registrar of the University of Alberta.

E. W. SHELDON,

Director, University Summer
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According to the Dominion Bureau of Statistics the Provincial School Systems spent as follows:

1931	\$116,893,000
1932	115,886,000
1933	109,065,000
1934	102,087,000
1935	100,652,000

The total expenditure on universities, colleges, and schools of all kinds in 1934 was about \$139,000,000. This money came from different sources in approximately the following proportions:

Dominion Government	1.8	p.c.
Provincial Governments	20.8	"
Counties (3 provinces)	2.1	"
School Administrative Units	61.8	"
Pupils' Fees	8.0	"
Endowments	1.7	"
Other Sources	3.8	"

100.0

The amounts represented by the last three constituent percentages went mainly to universities, colleges and private schools.

C.T.F. NEWS

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EASTERN CONVENTION

APRIL 10th - 13th 1939

TIME TABLE

TWENTY-SECOND ANNUAL CONVENTION

PROGRESSIVE EDUCATION ASSOCIATION

HEADQUARTERS -
MACDONALD HOTEL
EDMONTON

LEGEND - A - MACDONALD HOTEL
B - McDougall Church School Room
AUDITORIUM SCHOOL

MON. A.M.		----- ANNUAL GENERAL MEETING A.T.A.: DELEGATES & MEMBERS ~ MACDONALD HOTEL -----	9:00-11:30
		GENERAL SESSION ~ TEACHERS & GENERAL PUBLIC.	
	P.M.	DR. HOWARD LANE: "CHARACTER DEVELOPMENT IN PROGRESSIVE SCHOOLS".....Chairman: DR. C. SANSON..... DR. FREDERICK REDEYER: "THE PROGRESSIVE EDUCATION MOVEMENT IN AMERICAN EDUCATION".....Chairman: PRESIDENT LAZERTE..... DR. ALICE KELLER: "UNDERSTANDING HUMAN RELATIONS".....Chairman: MISS OLIVE FISHER..... DR. ALICE KELLER: "BASIC NEEDS OF YOUTH IN MODERN EDUCATION".....Chairman: MR. A.E. OTTEWELL.....	A 2:00-3:30 H 2:00-3:30 A 3:30-5:00 A 7:30-9:00
	TUES.	GENERAL SESSION ~ TEACHERS & GENERAL PUBLIC.	
	A.M.	DR. REGINALD BELL: "THE CONTRIBUTION OF MENTAL HYGIENE TO SCHOOL PRACTICES".....Chairman: DR. H.E. SMITH..... DR. RALPH W. TYLER: "SECONDARY SCHOOL EXPERIMENTATION IN THE U.S.A.".....Chairman: DR. WAR. KERR, PRESIDENT, UNIVERSITY OF ALBERTA..... PANEL: DRS. BELL, NEWLAND, LANE, TYLER, TABA, EBERHART: "WHAT ARE THE TASKS OF MODERN EDUCATION?".....Chairman: PRESIDENT LAZERTE.....	A 9:00-10:30 H 9:00-10:30 A 10:45-12:00
	P.M.	GENERAL SESSION ~ TEACHERS & GENERAL PUBLIC.	
		DR. RALPH W. TYLER: "EVALUATION IN THE NEW SCHOOL'S PROGRAMME".....Chairman: DR. A.B. CURRIE..... DR. HOWARD LANE: "DEVELOPING A NEW PROGRAMME IN RURAL SCHOOLS".....Chairman: MR. FRANK SPEAKMAN..... PANEL: DRS. BELL, NEWLAND, LANE, TYLER, TABA, EBERHART: "EVALUATING THE SECONDARY SCHOOL CURRICULUM".....Chairman: DR. H.C. NEWLAND..... DR. REGINALD BELL: "THE NEW EDUCATION & INDIVIDUAL DEVELOPMENT".....Chairman: DR. G. FRED McNALLY, DEPUTY MINISTER OF EDUCATION.....	H 2:00-3:30 H 2:00-3:30 A 2:00-3:30 A 3:30-5:00 A 8:00-9:30
		TEACHERS' SESSION	
		CHORAL SPEECH: DR. DONALDA DICKIE:.....Chairman: MR. FRED PARKER.....	H 3:30-5:00
	WED.	TEACHERS' SESSION	
	A.M.	MISS NORAH YOUNG: "PUPPETRY".....Chairman: MR. EMRYS JONES..... DR. WILFRED EBERHART: "LITERATURE AS EXPLORATION".....Chairman: REV. VA. THOMSON..... DR. HILDA TABA: "OLD OBJECTIVES & NEW PRACTICES WITH THE SECONDARY SCHOOLS".....Chairman: MR. W.D. McDUGALL..... DR. LOUIS HEIL: "THE SCIENCES IN PROGRESSIVE SCHOOLS".....Chairman: DR. J.M. HUTCHINSON..... DR. MAURICE HARTUNG: "NEW PRACTICES IN MATHEMATICS CLASSROOMS".....Chairman: MR. R.S. SHEPPARD, ASST. SUPT. OF SCHOOLS.....	H 9:00-10:00 B 10:00-12:00 H 10:00-12:00 H 10:00-12:00 H 10:00-12:00
		GENERAL SESSION: ~ TEACHERS & GENERAL PUBLIC.	
		DR. HOWARD LANE: "CLASSROOM PRACTICES IN THE NEW SCHOOL".....Chairman: DR. E.W. COFFIN.....	A 10:00-12:00
		TEACHERS' SESSION	
	P.M.	DR. HILDA TABA: "NEW INSTRUMENTS OF EVALUATION IN THE SOCIAL SCIENCES".....Chairman: REV. I.A. McLELLAN..... DR. LOUIS HEIL: "NEW INSTRUMENTS OF EVALUATION IN THE SCIENCES".....Chairman: MR. JAMES FOWLER..... DR. MAURICE HARTUNG: "NEW INSTRUMENTS OF EVALUATION IN MATHEMATICS".....Chairman: MR. C.O. HICKS..... DR. WILFRED EBERHART: "NEW INSTRUMENTS OF EVALUATION IN LITERATURE & LANGUAGES".....Chairman: MR. E.G. BUCHANAN, SUPT. OF SCHOOLS, CALGARY.....	A 1:30-3:30 H 1:30-3:30 H 1:30-3:30 H 1:30-3:30
		* BANQUET PREMIER WM. ABERHART, MINISTER OF EDUCATION, - SPECIAL GUEST - ~ CHAIRMAN: PRESIDENT LAZERTE.....	6:30-12:00
		DANCE	
		CARDS	
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	THURS.	----- ANNUAL GENERAL MEETING ----- DELEGATES & MEMBERS ~ MACDONALD HOTEL -----	9:00-12:00 2:00-5:00

ATTENTION

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PROGRESSIVE EDUCATION ASSOCIATION

The Easter Convention

April 10th to April 13th, 1939, Macdonald Hotel, Edmonton

General Educational Sessions and 22nd Annual General Meeting

ALL TEACHERS CAN ATTEND A.T.A. ANNUAL GENERAL MEETING

All teachers are invited to be present at these General Sessions. All are free to move resolutions and take part in the discussions. However, only accredited delegates have the right to vote. See Time-Table on page 9 of this magazine for times of these sessions.

REGISTRATION—Monday, April 10th—9:00 to 12:00 noon, Confederation Room (Just opposite Main Entrance).

Registration Fee is One Dollar (\$1.00). Registered members will receive a Convention Button which will admit to all sessions of the Convention, except the Banquet and Dance on Wednesday evening.

BANQUET—Tickets, \$1.00.

Purchase of a Banquet Ticket will entitle the holder to attend the Dance, immediately following. Separate tickets for the Dance only will not be issued.

Members who expect to attend the Banquet are earnestly requested to purchase the ticket at the time of registering.

A.T.A. CONVENTION OFFICE—Second Floor (Just opposite the Elevators.)

FLOOR MANAGER—Past President, Gordon G. Harman.

In addition to the Information Desk, it has been decided that Past President Gordon G. Harman, of Edmonton, will be in general charge of "Ways and Means," and generally take care of enquiries from members. Mr. Harman is holding himself responsible for taking care of unforeseen difficulties which often arise in conventions, such as: arranging for group meetings; furniture; equipment for speakers;

meeting rooms and floor space; directing members to proper sectional meetings; and "paging" of wanted teachers, etc.

BILLETING COMMITTEE.

The Billeting Committee under direction of Vice-President Shaul, will have a desk in the A.T.A. Office in the Macdonald Hotel.

THOSE PARTICIPATING IN PANEL DISCUSSIONS.

Tuesday: 10:45 a.m.;

Tuesday: 3:30 p.m.

will meet in the basement of McDougall Church for a Preliminary discussion.

FREE MOVIE DEMONSTRATION—Wednesday Evening.

While the Dance is in progress—commencing at 9:00, Salon A. Educational Films, under direction of Mr. H. P. Brown, Department of Extension, University of Alberta.

The programme will run for slightly over one hour and will be both instructive and enjoyable.

TRANSPORTATION—Return journey for one-way fare.

There are special "Edmonton Stock Show" rates from all points outside Edmonton during Easter week—return for one-way fare. Tickets may be purchased from and after Sunday April 9th: in case there is no Sunday train then ticket may be obtained on Saturday, April 8th. On Northern Alberta Railways they may be taken up as early as Friday, April 7th. Time for return—not later than April 17th.

Teachers who can not avail themselves of the above special rate are entitled to purchase return tickets at one-and-a-quarter fare by presenting to the Agent, a Teachers' and Students' School Vacation Certificate. These may be obtained from A.T.A. office, Edmonton.

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OBITUARY



MARGARET MARY MACRINA KAIN

The staff and the student body of Leduc School in particular, and the profession in general, suffered a great loss in the death of Miss Margaret Kain, who passed away suddenly after a very brief illness, on March 10.

Miss Kain came to the west from Oshawa, Ontario, at a very early age and received all her education in this province, attending Edmonton Separate and Victoria High Schools.

After graduating from the Edmonton Normal School, Miss Kain was engaged as primary teacher at Wainwright and moved from there to a similar position on the Leduc staff in 1928, which position she held until her death. As primary teacher, Miss Kain passed more than 400 children through their first year of school in Leduc.

Miss Kain worked ardently for the Wetaskiwin Inspectorate Musical Festival, was a member of St. Michael's Church choir in Leduc and was prominent in the Order of the Royal Purple.

Senior teacher in point of service, she will be greatly missed in Leduc and district.

Miss Kain is survived by her mother at Leduc, one sister, Kathleen, primary teacher at Tilley, and two brothers, James of Lethbridge, and Wilfrid, of Conjuring Creek.

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Teachers Are People

By MR. JOHN J. DE BOER

BY SOME absurd combination of circumstances the notion has gained currency, both inside and outside the teaching profession, that a teacher should not take sides on controversial questions. The fact is, of course, that every teacher with any opinion at all takes sides on any question that may arise. Teachers with strong convictions tend to take sides openly. Those with uncertain convictions take sides furtively or unconsciously. Vital people have convictions and express them, and they are the only kind qualified to teach.

I know one teacher who has been in the business for more than thirty years who declares with pride that she has never expressed an opinion on anything in her life, except outside the classroom. On the day all the banks in the United States were closed by Presidential proclamation, the same teacher refused to deviate from her usual course and occupied her time with the teaching of the infinitive. Clearly she regarded the infinitive of greater importance to her pupils at that time than the apparent collapse of the financial structure of the country. Without saying a word about the matter, she had eloquently advanced an opinion which in discussion she would have been powerless to defend, even to her pupils.

Those who object to the expression of opinion on the part of teachers are in reality concerned about the opinions with which they disagree. I confess I am frankly disturbed at the thought of anti-democratic intolerant doctrine taught in some schoolrooms throughout the country. Even in Chicago there are perhaps a few teachers with Nazi sympathies who do not hesitate to express their opinions. But if these doctrines are dangerous, as I believe they are, they would be much

more dangerous if concealed or subtly and clandestinely introduced into the instruction. So long as these ideas must compete in the open market they invite refutation.

It may be that one should assume an attitude of fine impartiality about the bombing of women and children from the air. Perhaps one should remain dispassionately aloof when racial and religious antagonisms flame throughout the world, or when Senators block the passage of anti-lynch legislation. In the study of history, there may be those who believe that the teacher should maintain a detached neutrality about the controversy between the American colonies and the royalty and economic overlords of England, or about the slavery issue in the United States. For myself, I believe not only that a teacher should exhibit partisanship on these questions but that the chief business of a teachers' union is to protect the rights of the teacher to take sides on such matters.

Proponents of strict neutrality in the classroom forget that impartiality where democracy and related matters are concerned is illegal. Most of our states have passed laws requiring the teaching of American history and civics with the obvious intent of developing love for our democratic institutions. Whether the statute books say so explicitly or not, society organizes schools primarily for the purpose of maintaining itself, and it is well-known that the preservation of democracy has been one of the chief arguments for the establishment of free public schools. To say that we must not take sides when fascist aggression threatens democratic institutions throughout the world is to deny the basic principle upon which the school system rests. I do not imply that legislation governing the curriculum is desirable, or that the passage of laws requiring the teaching of the effects of alcohol and tobacco or of a theory concerning the age of the earth are a proper function of government. I do hold that a democratic society may insist that its schools serve as a bulwark of democracy.

With equal vehemence it should be emphasized that a teacher's freedom to interpret the implications of the democratic idea in given situations must be held sacred. In the effort to maintain democracy we must not violate the spirit of democracy itself. To be sure, there will be teachers who will use the symbols of democracy to deny its substance. Others will identify democracy with the status quo, and in the name of democracy will condemn labor unions, or advocate the destruction of civil liberties for some unpopular minority. That is the price we must pay for freedom. But there will be other teachers, with imagination and courage, who will constantly restate for pupils the dignity and worth of the individual of all races, colors, creeds, and social stations, and the undreamed of possibilities facing a free people in a land of plenty.

And while we are thinking of the freedom of the teacher, let us not forget the freedom of the pupil. He too must be encouraged to take sides freely, without imposition of a teacher's views and without penalty for heterodoxy. The free interchange of ideas in adult society is the life blood of democracy. That interchange must have its counterpart in the schools. A pupil who has been conditioned for twelve or fourteen years to "take the teacher's word for it" is likely to listen credulously to radio bunk artists and fake network weavers.

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—*"The School"* Magazine, February, 1939.

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Adjusting the School for the Pre-Adolescent Stage

By MR. CHARLES TYMCHUK, Two Hills, Alberta

IN RECENT years more and more progress has been made in the study of child psychology. In the field of education the curricula are being adjusted and re-adjusted according to psychological principles.

With this in mind let us briefly review the present theories of growth and development of the child. These are two in number—the Theory of Saltation, which is strongly supported by the noted psychologist Judd, and the Theory of Uniform and Gradual Development which is just as steadfastly supported by Thorndike.

I shall enlarge upon the Theory of Saltatory Development of the child. Judd divides the growth of the school child into four stages—first, the Primary Stage from 6 to 8 years; second, the period of Individualization from 9 to 11 years; third, the period of Early Adolescence from 12 to 14 years; and fourth, the period of Later Adolescence.

The Pre-Adolescent stage is the period of Individualization or the Formative Stage. Here the child seeks to establish his own identity and to a greater or lesser degree breaks away from conforming to the imitation to which he had slavishly adhered during the Primary Stage. Until now the child was keen in his observations of people but neglectful of things.

In the normal child, nine years of age is a turning point. He has imitated his elders and adopted their habits. Now comes a change. In social matters he asserts his independence by refusing to follow the dictates of the teacher. At this stage school discipline becomes a serious problem.

Pupils are required to repeat the fourth and fifth grades more commonly than the second, third, or sixth grades. In other words, just after the primary grades there is a period of readjustment, and, according to Judd, abrupt and violent in some cases. The child becomes an individualist engrossed in himself. At this stage the school must appreciate this change and adjust its curriculum according to sound psychological principles.

Let us consider now the most important characteristics of the Pre-Adolescent stage and the pertinent adjustment of skills and subject matter as required by our own curriculum. In the true sense of education the school is adjusted to favor the child but on the other hand the child must in various respects be adjusted to the school.

The Pre-Adolescent period must essentially be a period of activity. We find that at this stage motor co-ordination is perfected. Being the sensory motor period, it may well be used to improve the child's handwriting, but, bearing in mind that the child is asserting independence, care must be taken not to accept any carelessly written work. This characteristic may also be well employed in the P.T. classes to establish proper habits of gait and posture. And in group games plenty of opportunity should be given to the pupil to put into effect his craving for leadership. But at all times there must be careful supervision by the teacher.

The child's memory is good but mechanical. At the conclusion of a literature lesson he may be asked to memorize some beautiful but simple passage. Such a passage may well be used for recitation, choral speaking or speech training. The knowledge of the fundamentals of elementary arithmetic must be completed. He should be given plenty of opportunity in working practical problems about himself or those which arise in his actual life. He will enjoy doing them because he is very egocentric.

We know that his imagination is reproductive rather than creative. He will readily reproduce past experiences. Thus in assigning a topic for a written paragraph or composition the teacher must bear this in mind. The pupil should be given a topic within his own experience or asked to reproduce a story

which he has read. Such stories as Aesop's Fables and other children's classics may readily be reproduced.

Sometimes a selection in literature may be illustrated in the drawing lesson. This, of course, is wholly creative but by tactful methods the teacher may direct such drawing and in the end the pupil will recognize it as his own creation. If this is successfully carried out both the teacher and pupil will have attained the desired ends.

Dramatizing a story or poem is a very effective way of giving pupils the valuable experience of working in a group. This, to a great degree, must be left to the pupils themselves. They will quickly select a leader and proceed with the work, each trying to outdo the other in carrying out his part.

In reading, at the primary stage, the pupils learned to associate oral symbols with reading symbols. If he met with a difficult new word, he made no attempt at its pronunciation but looked up for the teacher's help. In the Pre-Adolescent stage he will attempt almost every word and sincerely believe that his pronunciation is correct, even when it is wrong. Even so, the teacher must never ridicule him for his attempt but, in a systematic way, give him guidance.

In science the pupil must be introduced to experiences with objects of the physical world. He must be encouraged to see things and handle them for himself. He is eager to experiment with things by himself and will draw his own conclusions, erratic though they may be. Give him plenty of opportunity to do so.

The enterprise technique of education has come to our rescue. In a well-planned enterprise some phase of it may be arranged to suit the particular characteristic of each child in the class, bearing in mind that in this stage children have very pronounced likes and dislikes. Here their leadership, group work and independence are used as a means for the desired end.

Their habits should be built day by day. If proper social and physical habits were instilled in the pupils during the Primary stage I believe they should not be serious problems, though they need constant checking during the activities.

In summing up, the following observations may be made:

1. Concentration must be placed on real things rather than abstract ones.
2. The pre-adolescent stage must not be a period for advanced work.
3. Proper habits must be developed and the child must be given opportunity to work in groups, or, as he would call them, "gangs".

In conclusion let me emphasize that a flexible programme of studies is essential. A flexible activity programme gives freedom to both the teacher and pupils and that, I think, means happiness.



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BOOK REVIEW » » »

MIDDLETOWN

Reviewed by MR. E. E. HYDE, M.A., Eastwood High School, Edmonton

ROBERT S. LYND and Helen Merrell Lynd have collaborated to produce in their book *Middletown* a vivid and inclusive account of social changes that came to a typical Mid-West urban community in the generation between 1890 and 1924. Their topics include the making of a living, making a home, training the young, the use of leisure, engaging in religious practices, community activities, with suitable subdivisions for each topic. Generalizations concerning causes and remedies for any set of conditions are rare, and the reader is given ample evidence from which to confirm, or question, the concise summaries of various social trends.

Some conclusions among many which appealed to this reader are as follows:

1. That "the job", i.e., the means by which a family gets its living had become much more engrossing in 1924 than was the case in 1890.
2. That neighborly associations had become rather less important at the end than at the beginning of the period.
3. That while church services and beliefs in 1890 were so generally accepted as to be almost universal, in 1924 there was no such universal acceptance of belief, and church services on the average had become badly infected with an arid formality scarcely in keeping with their purpose and faith. The writers sense a greater acceptance of church and its services among the working classes than among the business and professional groups.
4. In education the book comments on the high esteem in which teachers were held in 1890 as compared with 1924, and gives documented evidence supporting this claim. It also notes the increasing complexity of school organization and expansion of secondary school facilities.

Another interesting contrast is in the practice of "keeping up with the Joneses". In 1890 there seemed to be a series of plateaux in society. Speaking of comments made by a retired workman in 1890 there appears an acceptance of station or "position in life" that is almost wholly lacking in 1924, when everyone whether workman, business man, or professional worker seems striving to catch up to the family just a little better off than he is. Instead of a series of plateaux, social life in 1924 is like an inclined plane where all are striving to rise, or at worst to avoid slipping farther down.

Altogether *Middletown* is a book which should prove of rare interest to teachers interested in the Social Sciences. It will be especially interesting to young teachers who are impatient with outmoded economic and social beliefs and customs, as well as to older teachers whose memories will carry them back to experience some of the changes described by the Lynds.

Middletown is published by Harcourt, Brace & Co., 383 Madison Ave., New York City, Price \$1.40; 550 pages. *Middletown in Transition* is a sequel to *Middletown*. Both these books may be obtained from the A.T.A. Library.

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CHRISTMAS ON THE HIGH SEAS

By MR. ALAN McDOUGALL

SHOULD really write of the city of Perth, capital of South Australia, and I have a few notes on their wonderful Zoological and Botanical Gardens, but in order to make the correct space, I tossed up to see whether Perth or Christmas at sea should take the headlines, and the latter won.

Now your Christmas presents will be probably worn out by the time you receive this but as I compress the type against the paper, a new year, 1939 has just arrived and I'd like to go back to a certain day early in December, when we took on our supply of live stock for the Big Meal. From that day until lately, four geese and nineteen chickens found a home in a pair of improvised pens in the shelter deck, making a total of twenty-three fowl altogether. Fowl or foul, it's all the same wherever these birds are concerned. It was the duty of three of us to take turns in going down and playing house with them every morning. We did all the work however, while they gloried in keeping us busy. The chickens weren't so bad, but I doubt very much if I'll ever speak to a goose again. For awhile, I put their messy habits down to some phobia which they were unable to overcome, but one morning I conducted an experiment to determine whether or not this mischievousness was accidental or deliberate and, as is so often the case in great experiments, another important fact came to light, a fact which will no doubt upset many of the present ideas on bird-life.

Before explaining the test, it is important that you know the manner of setting the goose-house in order. One enters with a wire brush in one hand and a pail of water in the other. Then one proceeds to massage the deck briskly with the aforementioned materials, working gradually down to the bulkhead, where the liquid, now mixed to a scum with the debris of the pen, hastens to the scuppers and so over the side into the sea. Now while one is working at the top end, our feathered friends are huddled together in a far corner and as one approaches that corner in the course of one's endeavors, the geese rush madly to the other end, and (this is what hurts) smack square into the cans containing the water and food with the result that what was once a freshly cleaned deck, becomes one of streaks and spots. This is the point where my experiment comes in.

I was willing to forgive them, if the poor creatures were just driven blind with fear, for after all there comes a time in every — well anyway, after doing their front room and parlor, I placed a can of bran mash in the center of the pen, which left a space of about three feet on either side. (Mark that distance well and remember that the beam of a goose is only about nine or ten inches). Now I approach the rear of the pen. This is the sign for a general squawking and the daily dash up the deck. Here are my observations. (Don't forget the three feet).

No. 1 took a course which cut directly across the mash, so over the top he goes, gets about two good slaps at it then out, spraying the ooze as he goes. No. 2 follows suit. No. 3 apparently is of the opinion that the front ranks were pikers, and so he enters the mixture, he picks out a wet, slippery piece of wheat skin, which sort of takes his feet from under him causing his hind quarters to become enmeshed—yes I do mean enmeshed—which in turn, causes nice little breakers to go flicking over the side. No. 4 had his view cut off by his brethren and he was tacking hard to port, away from me, when he sighted the pan of mash. You could almost see his tiny beady eyes to light up. Immediately he changed course, but just a little too late to get a good wallow out of it.

Instead those moccasin feet of his clamped over the edge of the tin, thus making a complete job of excavation.

This was science; so I kept relatively calm. For a few moments geese and I indulged in a keen exchange of sarcasms without following each other, but getting the idea withal. The conclusion was obvious. Geese make a deliberate and highly organized method out of creating a mess and the other fact brought out is that, contrary to popular opinion which has it that the main purpose of webbed feet is to aid in swimming, the express purpose of webbed feet is to enable the bird to propel a given quantity of soft matter over the greatest possible area where it can create the greatest possible mess.

Time passes and so Christmas day struck us at about eight degrees, south latitude, nearing the southern tip of Sumatra en route to Calcutta. I am happy to relate that the fowl (or foul) family was drastically reduced a few days previous and the day before Christmas the cook turned them into a roasted version. At the same time, working beyond his usual limit, he prepared the puddings, mince pies, sauces and other items that go to make up a Big Meal. The Officers' Saloon was gaily decorated with bells, mistletoe and holly; the house flag stretched along one bulkhead and the Union Jack along another. All the silver was taken out and polished until it was like new; the brass fittings, the ports, door knobs; handles also came in for a final touch and when everything was pretty well under control and ready for the rush of the following day we retired. But not to sleep. No, we weren't waiting up for Santa but this monsoon weather nearly stifles one unless the breeze is about. Hot and clammy, you just lie there moving now and then to writing out the sheet. (Well, maybe that is a little exaggerated).

As so often happens, morning came—Christmas morning. Now, on this day everybody has a holiday except the catering staff and so I look upon this Christmas as just a busier day than usual. I did get a good look from behind the scenes though.

A few quick dashes hither and yon completed the ordinary routine of the morning so that by ten o'clock we began to think seriously of putting the final touches to the dinner preparations. This was to be the Big Meal. While the cook and galley boy were carrying the food over to the saloon pantry, one steward was setting the tables for twelve, another was wrestling with tins in an attempt to get at the innards and I was down below in the store room turning an unromantic ice-cream freezer. Heat! Even with the open ice box door sending a breath of frost over me, I was wilting. There were two streams of salt water gurgling over the deck, one from the freezer, t'other from me, and I became so absorbed in watching their antics that I very nearly missed the deadline which led to some rabid calling from above.

Well, with the so-called ice-cream out of the way we had about fifteen minutes left in which to complete preparations. The officers and engineers began drifting into the saloon as we were putting the finishing touches to the hors d'oeuvres. (Horse de overs to the general seaman) and in the rush I nearly parted my finger with the bread knife. I now class horse de overs with geese.

In the meantime the crew have received their Christmas dinner along with their bottle of ale. The rum was doled out earlier in the day, and now that they are accounted for we'll return to the saloon. It's the only day when mates and engineers dine together and they form a bright picture seated

around the two long tables in the decorated room, all wearing whites. So did we. White starched steward's jackets which button up to your ears and forbid the passage of air up or down. But now the cook takes the dinner bell and circles the deck very nearly shoving the "dinger" through the sides so lustily does he swing it. In go the stewards with the menus which have been made out especially for this event and the banquet is on. I hope you'll pardon me if I mention a little personal experience at this point. It was my big moment, as in the capacity of a steward (one day only), I approached the captain with great dignity to proffer him the menu. It would happen, that my foot caught the Union Jack, bringing half of it down, partially enveloping my person so that all that could be seen were a few flashes of white and an outstretched arm clutching a menu. What would Dale Carnegie have suggested for that?

Running over the menu, following the hors d'oeuvres, there was a choice of Mock Turtle or Julienne Soup. (This Julienne stuff is just chicken soup.) Then on to Salmon or Lobster with sauces, and next, my late lamented friends, roast goose and roast chicken with vegetables to suit. Various types of salads and fruit trifle which didn't have any trouble in disappearing, ice cream, mince pies and all throughout the lemonade and ale. This started a trail of bottles in our wake which must have spread over a few degrees of latitude before calling it a day.

Then the Christmas pudding, placed before the captain who followed the traditional manner of pouring brandy over it and lighting it—improves the flavor so they say. Then the cake, highly decorated and bearing upon it the name of the ship and a wish for a Merry Christmas. No feast such as this is complete without a series of toasts and nearly everyone took a turn at proposing a toast to someone. It seems that the more toasts, the more refills, and before the name list gave

out, the Chief Steward was doing some fast dashing around in order to cope with the demand. Finally the last toast was toasted and the last speech spoken and the members of the party retired to their different cabins.

Skipping the painful details of clearing away, the catering staff managed to catch an hour's respite before preparing tea. (Supper to us.) During the intermission we did a little toasting too.

Tea time at five and once again the party met. This time a little more subdued and not quite so eager-to-be-at-it. The courses were mainly cold meats and salads, finishing off with the fruits and nuts, and then after a rapid clear away the officers spent the rest of the evening gathered in the saloon, listening to music and playing cards. By eleven o'clock, the last song had been sung and Christmas was over. As a conclusion, and to show how Fate kept trying to put me down that day, I might mention that at this time, I dragged my weary body and mattress up to the boat deck that I might sleep with the cool breeze brushing its soothing fingers over my heated brow and so on.

But after about an hour of peaceful reclining watching the stars pitching around the sky, along came one of these squalls which really do pour down, sending mattress and me dangling down the ladder in record time. But it's a great life!

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The A.T.A. Magazine

VITALIZING OUR FRENCH TESTS

By MR. WILLIAM JONES, B.A., Calgary

FRENCH tests, like any others should be given to discover what a student *knows*, and not what mistakes he may make. So the teacher must be at pains to insure that the pupil fixes the correct form in his mind first. This is advisedly done by studying a standard French text and reproducing it, rather than by means of isolated or disconnected sentences. Correction by reference to the model can be made by the pupils themselves.

Dictation of extracts *previously studied* is of great value, even though they have not been seen for some days. All this pre-supposes *memorization*, and in this connection, an interesting exercise is for the student to supply missing words in actual reading pieces. He will draw on vocabulary and forms already learned, thus rebuilding sentences or expressions met in former studies. From imitation he will pass to invention of forms and words to fit the expression he needs, always, of course, within the limits of his knowledge.

More exercise of the memory is perhaps required in attaining command of a language than in learning other subjects. It is vital for a person to remember how to express his needs, his thoughts, in order to make them intelligible. The teacher must never lose sight of the need for training the language-memory.

By the time a pupil passes from Junior High School he should have a working knowledge, or foundation, of oral French relating to his everyday life. French I advances to correlation of oral and written work, always having in mind that French is a living language. The new curriculum provides for this aspect more than the old method did.

How can we balance the spoken and written work with our cumbersome city classes?

Remembering that the pupils must do a *large share of the talking* in these lessons, one may suggest dividing the 42 into seven groups of six students for at least part of a lesson, or in alternative periods. Give the instruction, then let the groups practice what has been taught: appoint a leader for each group, each pupil being given a turn in this capacity. Going from group to group the teacher keeps in touch with the work done, is able to correct errors and solve difficulties, and no one can remain inert. This is a valuable way of testing the knowledge absorbed.

It can easily be seen that such a method develops great possibilities when French plays are being studied and can be continued in French II and III. It forms a continuous and enjoyable testing of the language.

As a foundation for *French Composition* correct phrasing, simple sentences and finally comprehensive paragraphs (of reasonable length) may be committed to memory. This will develop a readiness of tongue—fluency.

A previous article in this series dealt with "La Dictée" in teaching French. This is, of course, a test of knowledge acquired, and here it may be advisable to add that, at least during French I and II the piece dictated should more often than not, be one previously read and memorized, though not necessarily immediately before. This will prevent many an error that otherwise would be visualized—our aim is to secure accurate visualization of the language as well as accurate speech.

From these general remarks, let us pass to special comments on the various grades, I, II and III.

FRENCH I.

(a) *The Questionnaire* in the Premier Cours may be used to advantage—good pupils can put the questions to the others, and may even add similar ones—a splendid test.

(b) *The Grammar* may be tested by using the sentences in the book, and by the filling-in of blank spaces: this focuses

the attention on the grammatical points learned in the lesson, e.g. fill in the blanks with possessive adjectives of the same person as the subject: J'ai — mouchoir, — clef, et — plumes. The verbs should be learned as they occur in the text, but it is doubtful if such verb work should be confined to recognition only of forms. After two or three years of oral French pupils should be ready to learn thoroughly such verbs as are on the course. These can be tested by short sentences involving negative and interrogative forms, and in the later stages pronouns may be introduced. For example:

J'ai rencontré mon frère;
Je n'ai pas rencontré mon frère;
Je l'ai rencontré;
Je ne l'ai pas rencontré.

Fix the days of the week in the student's mind by having each one write the French for the day above each exercise, e.g. C'est aujourd'hui jeudi.

Accurate work should be insisted upon, and corrected sentences written clearly so that there is a mental picture of correct French for future use. Corrected tests may well be memorized, and the pupil's attempts, if faulty, destroyed.

(c) Reading.

The reading material should not be begun till after some definite mastery of verbs: say, after Christmas. Here arises the question of to translate or not to translate. A minimum of translation can be allowed at this juncture; such work should not be entirely discarded.

A *Comprehensive Test* should be given after each passage read, the pupils themselves framing some of the questions. Questions may be so arranged that when one selection is covered the pupils may make a résumé of the passage studied; thus a beginning is made of *Free Composition in French*. Suitable passages may be memorized, to be reproduced, both orally and in written tests.

When a story is read it may be dramatized by the pupils themselves, and played by the class, all taking part in turn, the rest of the class being pro tem the audience and critic.

FRENCH II.

Having mastered French I the student should be ready for easy *Sight Passages* which enlarge the vocabulary. Comprehension tests follow, but *not too much translation*. The ultimate aim must not be lost to sight: the children are being gradually trained to think in French, not in English to be translated before spoken. Let a story be dramatized and competitions be arranged between various groups. Such testing will prove of great value for its vitality.

FRENCH III.

The old type of examination is fortunately dead. No longer does every sentence strive to trip the student.

So far we have no new course for French III, but as so much time is now given to oral work, the examinations should not ignore this. Oral examinations seem impracticable in our Province, but it should not be difficult for a *Dictation Test* to be given, based on instruction received or the reading prescribed in the Course.

In some other provinces there are two papers to be written, one a Language, the other a Literature test. This is worth consideration.

1. In the *Language Section*, one good test would be the development of a longer sentence from a very simple one. e.g. From, "Le gendarme a attrapé le voleur," could be developed — "Grâce au pneu crevé, le gendarme a réussi à attraper, au sortir de la ville, le voleur qui s'était enfui dans l'automobile." This comes within the comprehension of most pupils.

2. Another useful exercise is the turning of Direct into Indirect Speech.

3. Again, an unfinished story may be given in French, and the candidate asked to finish it simply in a given reasonable length.

4. Topics from the reading studies may be used for Free Composition.

5. Certain passages committed to memory during the year may well be reproduced by the candidate.

In the Literature Section, comprehension tests should be given both in sight and Prepared Translation. French to English translation should not be excluded.

In conclusion, it is obvious that the opportunities for practical application of a student's knowledge of the language are greater today than ever, owing to the frequent broadcasting of French programs from the Eastern French-speaking part of Canada. What more valuable test can there be in Western Canada than that of ability to enjoy such programmes?

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ON READING » » » » » » »

By MR. G. EWART ELGIE, Minburn, Alta.

THE February issue of The A.T.A. Magazine carried an article by Mr. M. Jampolsky condemning the present prescribed method of teaching primary reading, namely the composite method described in Manual I, and extolling the virtues of the old phonetic method. An answer was asked for. Here is one who has found the new method entirely satisfactory and much superior to the old.

The phonic method served its time, but its time was up a considerable number of years before that method was officially shelved. It made learning to read a difficult, discouraging process, a process so wearying in fact that a great many intelligent pupils, especially in rural schools, were quitting half way through Grade VII or VIII without having learned to read properly. This disability was in a large measure responsible for their discouragement because it greatly handicapped them in their other studies.

I have never taught reading to beginners by anything but the present prescribed composite or word-phrase—and-sentence method with introductions of phonetics also; but I have taught the phonetic method to pupils who had been started that way, and I should just as soon see a child start the journey through the readers by the phonetic methods as I should like to start a long trip in a 1915 model automobile. Undoubtedly both would stimulate the use of eyes, ears, brains and hands, and undam the natural tendency for search—search for the causes of endless troubles. The new method may be somewhat more complicated from the teachers' standpoint, but for the pupil it is much more simple and direct.

Every child, whether attending a graded or ungraded school has the right to expect that by the time he reaches intermediate school he will be a swift and comprehensive silent reader and a fluent oral reader. Today's teaching methods require that pupils be able to look up a large amount of information quickly and unaided. To do this they must be swift, comprehensive silent readers, unhampered by any mechanical defects in their reading process. To be bogged down by the necessity of thinking their way through each word would make their reading laborious and distasteful, and would reduce comprehension of the content by reason of their concentration on the words.

I entirely agree with Mr. Jampolsky in the belief that our schools should provide the means of developing initiative, keenness, desire for investigation, perseverance etc., but I certainly do not think the reading class should be burdened with these tasks. Learning to read properly is far too important and quite sufficiently difficult in itself for the average child. Although all the subjects should contribute a great

deal incidentally, the task of character building as an aim must be carried by the studies adopted for that purpose—the "Enterprise" properly conducted.

The reading process must become a pleasurable and nearly effortless activity if the pupil is to succeed in intermediate and higher grades, and carry a desire to read into adult life. This is necessary because practically every line of endeavor today requires the constant reading of books, editorials, articles, news items, etc., to keep the persons engaged up-to-date in their ideas and information. Therefore, the sole purpose of a class period in reading should be to learn to read.

An examination of the reading process of a good class of intermediate school pupils will reveal that the individual sounds are not thought of except in pronouncing new words. Known words will be thought of as making certain complete sounds, not broken up into separate sounds for each letter or even into syllables. More often than not whole phrases will be taken as a unit, the length of which will be a single thought. An exceptionally good reader, with a long eye span, may even read two phrases at one eye fixation. Consequently the only use the finished reader has for phonics as individual sounds is for learning to pronounce new words. Once a word has been thoroughly learned, it will thereafter be pronounced as a word—a unit of sound and meaning. A class of beginners, reading from the wall charts, should use the same reading process. Their words are simple, their sentences short, and their vocabularies small, but the actual process of reading is essentially the same as that used by Division III. They will recognize each word as a unit without attempting to decipher it, and they will read by phrases—a method bound to lead to fluency. These reading habits must be firmly established before phonics may be safely introduced. While it is essential that the phonics be learned, they are only a means to an end. If in the end phonics will serve only an auxiliary purpose, their share of teacher and pupil time should be comparatively small and the quotation, "Word, phrase, sentence, story and picture method—introduction also of phonics," very aptly places emphasis on the deserving parts.

Some teachers will say that if the phonetics are not taught first, they are very difficult to teach once the child has read without them. That is true in some cases but if they are presented as a means of conquering new words without help from the teacher, and the pupils are given words to conquer by their use, the learning is motivated quite sufficiently. To the objectors let me point out that the pupils are almost bound to become "word callers" if they are taught the phonetics first and forced to sound every word out, instead of recognizing

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each as a unit. And the habit of "word calling", established through three of four years is very difficult to overcome. Only the brighter and better privileged children, with plenty of opportunity and encouragement to do large amounts of silent reading, have been overcoming the habit in rural schools under the old method. An intermediate school pupil, with an eye span of one word, stumbling through an oral reading lesson with bent head and tightly clenched hands, is one of the most pitiable sights of the classroom. The long eye span and the ability to read by phrases or sentences which the word, phrase, and sentence method of teaching is bound to give, is the secret of the fluency and speed readers are able to acquire by this method.

The speed and ease acquired is very desirable for itself, and it also has another great value. Repeated tests by educational experts have definitely proved that speed and comprehension go hand in hand in reading. There are of course some slow readers with high comprehension ratings, but the bulk of the high ratings go to the swift readers. The reading process has become so effortless to them that they are able to concentrate on the content of the material they are reading.

There is no doubt but what the phonetic method has produced many excellent readers, but they were natural readers who acquired a wide eye span incidentally and probably without knowing it, by the silent reading of many easy children's stories. It is my firm belief that the system produced more poor readers than good ones. I recall some words of Mr. H. B. Trout, B.A., delivered while he was instructing a number of teachers-to-be on the art of teaching reading, by the word phrase and sentence method. They are: "You and I learned to read in spite of the phonetic system not because of it."

The objection has often been raised that pupils do not really learn to read by the composite method, but instead they memorize the words. Mr. Jampolsky's illustration of the

Grade II boy, Adam, who went through the Grade II reader, memorized every word of it and still "knew absolutely nothing" seems to me to disprove itself. Let us analyze our own reading process. We will find that we have memorized every word in our own vocabularies. The only time we use phonics is when sounding out a new word and then we have to go to a dictionary to be certain of the pronunciation. A little deeper delving into the boy's reading process and the principles of the word, phrase, sentence, story and picture method would likely have shown that he knew far more than was suspected.

The boy, Johnny, who responded with "clock" instead of "watch" can be excused considering the small amount of time given to teaching the word to him. If he had been given a sentence or two on what a watch is like, or where it is carried and perhaps had the relationship between a watch and the school clock drawn to his attention, he would hardly have responded as he did.

Another objection is that reduction of emphasis on phonics produces poor spellers. But why should the burdens of the spelling class be placed on reading?

The composite method with the introduction of phonics has the approval of the leading teachers and educationists today, and it has given results unthought of under the phonetic method. It has overcome the weakness and eliminated the difficulties of the old system, thereby making reading a pleasant, heartening experience for the pupils, instead of the slow, difficult, uninteresting experience it used to be.

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Applications will be limited to one from each high school and must be mailed to the Department of Extension, University of Alberta, on or before May 15th, 1939. The essays will be judged by a committee of three at the University, and in making the final decision the principal's statement as to the personality and ability of the student will be taken into account.

Art

The attention of students interested in the Art Section is drawn to the offer of nine scholarships in this division. These are to the value of \$15.00 each, or the equivalent of the remission of fees in the Art Section, and are open to any person over 16 years of age in the province. Each applicant will be allowed to submit one picture which should be at least 8" x 12", on any subject from landscape, still life, or life. Pencil, pen, charcoal, pastel, crayon, water color, or oil may be used as the medium in making the picture.

The picture must be sent postpaid, direct to the Provincial Institute of Technology and Art, Calgary, on or before June 18th, 1939. The name and address of the artist must be written plainly on the back of the picture and it must be accompanied by a letter from some reputable person within the district, to the effect that the picture is the sole work of the person signing the same and that it has been recently done.

A committee of artists, whose decision will be final, will select the picture considered best from each of nine provincial districts. No one who has won a previous scholarship to the Banff School of Fine Arts will be eligible for a second scholarship.

For further information, apply to Donald Cameron, Director, Department of Extension, University of Alberta, Edmonton, Alberta.

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C.T.F. NEWS

FREE EDUCATION IN CANADA

A recent article in the Globe and Mail discusses free education in Canada. Whilst it is acknowledged that every young Canadian should have the best education, the resources of the province can provide, it is but too true that certain Canadian provinces must be taxed to the utmost to provide even a meagre programme.

The percentage of revenue received from provincial governments varies greatly. Recently the following table was issued illustrating this:

Prince Edward Island 54.2%	Manitoba 14.7%
Nova Scotia 16.4	Saskatchewan 21.1
New Brunswick 17.2	Alberta 15.1
Quebec 5.7	British Columbia ... 28.
Ontario 12.	

The responsibility of financing education is left almost entirely to the municipality, and then in turn for the most part to the school section.

LIBRARIES IN CANADA

The Dominion Bureau of Statistics has just issued Part III of the Biennial Survey of Education in Canada 1936-38, dealing particularly with libraries in Canada. This is a very comprehensive and interesting survey. Every teachers' organization should have a copy. This may be obtained from the Hon. W. D. Euler, M.P., Minister of Trade and Commerce, Ottawa.

PLAYING HOOKEY

After research, it has been found that the first school boy played hookey, for the first time, on the first day of the first school term in 1633. Since that time the problem has remained as one of the real problems of teachers.

THE SPENS REPORT

British magazines and journals are still discussing the implications of the findings of the Consultative Committee of the Board of Education. The report which is entitled, "Secondary Education with special reference to Grammar Schools and Technical High Schools", can be obtained from H.M. Stationery Office, London, England, for about one dollar.

PROFESSIONAL STATUS

According to the last issue of *National Education* of New Zealand, arrangements have now been made for the monthly deduction of subscriptions to the Educational Institute of New Zealand. The deductions which will affect 6,000 teachers, will commence in April. From January, 1940, the deductions spread over the whole year will amount to about 75c per month. The professionalization of teachers seems to be increasing.

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28 Wellington Street West,
Toronto, Ontario.

Mr. E. K. Marshall,
General Secretary,
Manitoba Teachers' Federation,
618 McIntyre Block,
Winnipeg, Manitoba.

Dear Mr. Marshall:

Our business manager, Mr. Morris, has called my attention to your letter of February 20th, in which you discuss the possibility of ordering copies of the February issue of the Canadian Forum containing Mr. J. W. Noseworthy's article on "Education—a National Responsibility". We can quote you a price of 15c a copy as he has told you, but it has occurred to me that you might care to have the whole article reprinted in pamphlet form. We estimate that it would cost within \$40.00 the first thousand and \$5-\$6 more for each additional thousand. (These prices are approximate.) I am sending a copy of this letter to Dr. M. E. La-Zerte and Mr. C. N. Crutchfield and also to the secretaries of all provincial teachers' organizations across Canada. If some of them decided they could do with a few hundred, the price per unit would not be heavy, e.g., if we got total orders up to 2,000 say, 500 would cost you only about \$12.00 and the price would drop as numbers rose. We would reprint on a page 5½ x 8½, probably 12 pages.

If within the next day or two we receive your order for 60 copies of the magazine, I will hold this order for a few days till I hear from you again.

I remain, yours very truly,

PROF. E. A. HAVELOCK,

Treasurer, The Canadian Forum.

(Teachers, are you interested in obtaining the above-mentioned article?)

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March 20, 1939.

Mr. John W. Barnett,
Managing Editor
A.T.A. Magazine,
Edmonton.

Dear Sir:

At the last meeting of the Calgary Separate School Local, No. 55, the teachers referred to an article, "Some Light on the Jewish Question", which appeared on page 15 of The A.T.A. Magazine, March issue.

They particularly object to the following statements, and feel that these objections are shared by all Christian teachers whether Catholic or Protestant:

"Christianity is a growth from Judaism."

"According to modern historical criticism grave doubt must be cast on the traditional form of this story (Christ's death on the cross), perpetuated widely, even today, through the agency of passion plays and Sunday school lessons."

Since all automatically belong to the Alberta Teachers' Association, it would seem only just to exclude from the official magazine anything offensive to the religious convictions of the members.

Yours truly,

JAMES CLANCY,

President Calgary Separate School Local.

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7th School of Fine Arts at Banff
August 1st to 26th

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No. 31

IMPORTANT NOTICE TO TEACHERS RE CERTIFICATION

Copies of the pamphlet entitled **THE TRAINING AND CERTIFICATION OF TEACHERS IN ALBERTA** have been sent to all teachers in the Province. Teachers are asked to read this pamphlet carefully, noting the fact that the Elementary and Intermediate School Certificate now replaces the First Class Certificate, with the important difference that the former certificate is a valid license to teach in Grades I to X, but not in Grades XI and XII.

Teachers should also note that the practice of granting temporary approval of qualifications for teaching optional or elective subjects through inspectors' authorizations has been discontinued. The Form A and Form B cards sent to all teachers of the intermediate and high school grades in September, 1938, stated specifically that teachers of optional or elective subjects must either hold a special certificate or a letter of approval from the Registrar of the Department.

Some of the teachers concerned have misunderstood this requirement. In order that there may be no further misunderstanding when teachers begin their programme of work in September, 1939, notice is here given that all teachers who in September, 1939, teach any optional or elective subject for which special qualifications are required must hold either a special certificate in such optional subject, granted by the Department of Education, or a letter from the Registrar of the Department, granting approval of qualifications for the year 1939-40. A letter of approval from the Registrar covering any preceding year will not meet this requirement, since a letter of approval does not constitute permanent qualification. No teacher should begin the year's work in an optional or elective subject without holding the necessary special certificate or a letter of approval from the Registrar, since under these circumstances the students cannot be granted credit for the work done in such optional or elective subject.

RE GENERAL MATHEMATICS

During the early part of the year, numerous calls were received at the School-Book Branch for the new syllabus in General Mathematics 1 and 2. This syllabus may now be had from the School-Book Branch at the price of ten cents per copy.

APRIL BROADCASTS FOR SCHOOLS OVER THE ALBERTA EDUCATIONAL NETWORK

News Commentary—Mr. Watson Thomson, M.A., Department of Extension, University of Alberta, Monday, April 3rd at 3.00 p.m. There will not be a broadcast on Monday, April 10. The last broadcast of this series will be on Monday, April 17, at 3.00 p.m.

Class Singing (Intermediate and High School)—Mr. Glyndwr Jones, F.R.A.M., Calgary, and Mr. Thomas Jenkins, Mus. B., Calgary; Tuesday, April 4th. There will not be a broadcast on April 11th. The last broadcast of this series will be on April 18th at 3.00 p.m.

Music Appreciation (Intermediate and High School)—Mr. Glyndwr Jones and Mr. Thomas Jenkins; Wednesday, April 5th. There will not be a broadcast on April 12th. The

last broadcast of this series will be on April 19th at 3.00 p.m.

Elementary School Music—Miss Janet McIlvena, A.T.C.M., L.R.S.M., Supervisor of Music for the Lethbridge Schools. There will be no broadcasts on Friday, April 7th, or April 14th, but there will be broadcasts on April 21st and April 28th at 3.00 p.m.

APRIL SONGS FOR THE ELEMENTARY SCHOOL

April 21—

At Night When I Have Gone to Bed—Progressive Book I, or One Book Course.

A Merry Lad the Farmer's Boy—Canadian Song Series, Book II. (Both songs are the Festival solos for the Lethbridge Festival.)

April 28—

Pit a Pat—Songs of the Child World, Book I.

My Kitty (Tune: My Bonnie Lies over the Ocean)

My kitty has gone from her basket,
My kitty has gone up a tree
Who will go up in the branches
And bring back my kitty to me?

CHORUS:

Bring back, bring back,
Oh bring back my kitty to me, to me.
Bring back, bring back,
Oh bring back my kitty to me.

The dog that lives down by the meadow,
The dog with the very loud bark,
Has frightened my kitty so dreadfully,
She's meowing up there in the dark.

They say that when some folks are frightened
Their hair will turn perfectly white.
If kitty stays up there much longer
She won't have a black hair by night.

This broadcast will conclude the series for the season.

RE ENTERPRISE EDUCATION AT SUMMER SCHOOL

Teachers who propose to enrol for a course in Enterprise Education at the coming session of the Summer School are advised that such a course comprises both theory and practice. The theory of enterprise work will be given in the course on Principles of Education (Course No. 39). The practical work constitutes Course No. 36. Teachers who enrol for Course No. 36 must also enrol for Course No. 39, but they may enrol for Course No. 39 without enrolling for Course No. 36.

RE THE PROOF OF CERTAIN THEOREMS IN GRADE IX GEOMETRY

Grade IX students will not be required to prove Theorems 1 to 16, inclusive, on pages 249 to 284 of

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MATHEMATICS FOR TODAY, by LaZerte and Betz. These theorems may be classed as **assumptions**, along with the assumptions listed on page 264 of this textbook.

UPPER CANADA COLLEGE SCHOLARSHIPS

Upper Canada College, Toronto, Ontario, offers each year a number of Memorial Scholarships and Bursaries for boys of ages from eight to fourteen years. Candidates should be of more than average ability, as a high standard of work is expected of them. The winners of these Scholarships derive great benefit both from the opportunity given for continuing their formal education, and also from residing with boys from many other parts of Canada and from without Canada.

The Scholarships and Bursaries range in value from \$300 to \$600 per annum. They will be awarded on the results of examinations held at Toronto or other centres on April 18, 19 and 20, 1939.

For full particulars apply to the Principal, Upper Canada College, Toronto, Ontario.

MUSIC APPRECIATION PROGRAMMES TO BE HEARD OVER CFAC, CALGARY, SATURDAY MORNINGS AT 9:45, PREPARED BY IRVINE H. GRAHAM, INSTRUCTOR IN MUSIC AT THE CALGARY NORMAL SCHOOL.

On Saturday, April 8th, you will hear the "Pilgrim's Chorus", from the opera "Tannhauser," by Richard Wagner. The theme of this opera is the struggle in the soul of Tannhauser between good and evil. In the last act we hear the triumphant song of the Pilgrims as, returning from their penitential journey to Rome, they once more see their native land. They hear the good news that Tannhauser has been pardoned by the Pope and may at last find the peace and holy joy he seeks.

Saturday, April 15th, will be devoted to a programme of Negro Spirituals, when you will hear such old favorites as "Deep River", "Lord, I Want to be a Christian", "Swing Low Sweet Chariot", and "Nobody Knows the Trouble I've Seen". The soft melodies, exciting dissonances and rhythms have made the songs of the Negroes the greatest gift to American folk music. They breathe a childlike faith in a personal Father. There is in these songs a pathos and a beauty that appeals to a wide range of tastes. The music of these songs goes to the heart, because it comes from the heart.

On Saturday, April 22nd, will be heard Goethe's famous poem, "The Erl King", as set to music by Franz Schubert. When Schubert was only seventeen years of age he read the "Erl King", and the wild ballad of the elf king who snatched children from their parents' arms and carried them away to his strang unearthly kingdom, filled him with feverish excitement. As always, when Franz read a poem that touched his heart, he turned it to music.

The "Erl King" is an example of the German Lied, or art song, in which the accompaniment does not simply help the singer by filling in chords and melody, but paints a musical scene or background and makes the accompaniment nearly as important as the singer. For example, the heavy pounding triplets and wild minor bass melody suggests the galloping horse in the wind-swept wood. The music expresses the coaxing and commanding of the Erl King, the comforting tones of the father as he tries to calm the frightened child he carries before him on the horse, and at last the spoken words of horror, "The child is dead".

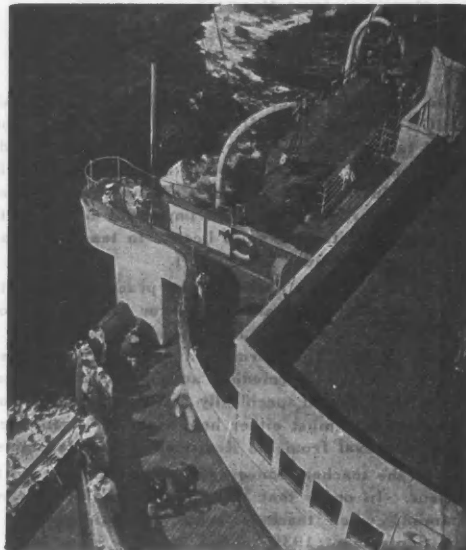
On Saturday, April 29th, you will hear "The Anvil Chorus" from Giuseppe Verdi's very popular opera "Il Trovatore", or "The Troubadour". The opera centres about the identity of Manrico, a mysterious troubadour, who later turns out to be the brother of the Count at whose court in Spain the principal scenes are laid.

In the second act of the opera, the curtain rises upon a gypsy camp. As the men work at their anvils, they sing the famous "Anvil Chorus".

On this same programme you will hear "Barcarolle", from the "Tales of Hoffman", by Offenbach. The scene discloses a room in a Venetian palace and through the open windows can be seen the canals bathed in the silvery moonlight. The lovers sing the beautiful duet to the rocking measure used by the Venetian gondoliers and it is known as the Barcarolle.

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Teachers' Helps Department

Edited by W. D. McDougall, B.A., Normal Practice School, Edmonton

FOR MANY years it has been the custom of the Normal Practice School, Edmonton, to present a three-act play for the dual purpose of engaging the entire school in an activity and replenishing the school's depleted bank account. During these years, such plays as, "Snow White", "Toad of Toad Hall", "The Reluctant Dragon", and many others, have been enacted before large and appreciative audiences. This year it was decided to present a programme that reflected in some degree the activities carried on as part of the school's daily routine. By undertaking such a radical revision of its customary practice the school risked disappointing, and therefore losing, its loyal cash customers. However, the plunge was made, and the results amply justified the venture.

The evening's programme was divided into three sections, one to include each division of the school. Division I presented an entirely original musical culmination, Division II an operetta, and Division III a one-act play. It is the Division I presentation that is of particular interest.

The three-scene play, "Our Town", was the joint product of Grades I, II and III, working on three enterprises which had the community as the centre of interest and the preparation of a scene for the play as the goal. All the stage properties were made by the pupils as part of the enterprise—the house and its furniture were made by Grade I, the street scene properties by Grade II, and the street car and its equipment by Grade III. Some of the songs were the work of the pupils and the dialogue was exclusively theirs.

The experiment was so successful that next year, the courage and the inspiration not failing at the last moment, the other two divisions may venture to present some original dramatic effort which reflects a phase of the pupils' school experience. The play as presented appears below. The cast had some eighty members—the exact number was uncertain as 'flu, scarlet fever and kindred ailments were responsible for several actors postponing their debut. The directors, who breathed a sigh of relief when the curtain fell on Act III, were Miss Crozier, Miss MacKinnon and Miss Tyner.

OUR TOWN—Scene I.

(Setting: an exterior with a house, made by Grade I, in the background. As visitors are coming, the furniture—also made by Grade I—must be dusted and aired. There is bustle and movement for a few moments before the first action-song.)

The Carpenters' Song

Today we are carpenters one and all,
See how we saw, see how we saw.
We're building a house that is straight and tall,
That's why we saw today.
We march around our house and sing,
While more wood and nails we bring.

We climb up the ladders to reach the roof.
Up, up, we climb, up, up, we climb.
Our building you know must be weather proof,
That's why we climb today.
We march around our house and sing,
While more wood and nails we bring.

We pound and we hammer the whole day long,
See how we pound, see how we pound.
Whatever we build must be tight and strong,
That's why we pound today.
Now skip and sing, our house is done;
Playing carpenter's heaps of fun.

(From Music Hour, Kindergarten and First Grade, Silver Burdett Co.)

Mrs. Brown: Oh, father, the postman has brought me a letter from the country. It is from Mrs. Green.

Mr. Brown: How are they all?

Mrs. Brown: Mrs. Green says that they are all very well and that they are coming to visit us. They are bringing some friends with them.

Mr. Brown: Good. That is good news.

Mrs. Brown: Oh, we must get the house cleaned up. Come, girls!

Mr. Brown: Well, boys, we had better finish our work, too.

Sweeping and Dusting

Action-song

(Songs of a Child World, Book 2, Riley & Gaynor.)

Don your cap and apron,	Now the sweeping's over,
Take your willing broom,	We will dust the room,
Open all the windows,	Wipe off every dust speck,
In the dusty room;	Brought forth by the broom;
Move the chairs and tables,	Put the chairs and tables,
Cover all the books,	Each in proper place,
Sweep in all the corners,	Till the room is smiling,
Dust in all the nooks.	With its wonted grace.

Mrs. Brown (Comes to door): Come, father, we must get ready to go to the station. The train is due at ten o'clock.

Mr. Brown: Come, boys. (All go into the house.)

Scene II.

(Down Town: The visitors have arrived and are being given the freedom of the city. To entertain the visitors there are mailmen, policemen and garagemen; the fire truck and the police car rush by. It is all very exciting.)

Greeting Song

(The words are original. The music is "Will you come with me?" Progressive Music Book I.)

We greet you, our friends from the country
Who have come to see our city.
Workers greet you now.
Helpers greet you now.
We all greet you now and bow to you.

We thank you, our friends in the city,
Who have welcomed us so kindly.
May we go with you?
Let us go with you.
May we go with you to see your town?

(Sirens blows; bells clang; whistle shrills.)

Bobby: Hear the fire bells. (Bell clangs.)
Leah: Up the street, there's something wrong.
Firemen: Look out! Look out!
(Bell rings 9 times as children listen.)

Margaret Ann: Number nine, the firebells ring.
(Bell rings again and siren sounds.)

The Firemen Action-song

(During song fire truck crosses the stage. Truck returns later, on closing words—"Tired, tired, tired.")

Clatter! Clatter! What's the matter?
Fire, Fire, Fire.
Ding, dong! Ding dong! Hear the big gong,
Fire, Fire, Fire.
Now the engine's past,
Rushing on so fast,
Feet are flying, voices crying,
Fire, Fire, Fire.

Flames are roaring. Smoke is pouring,
Higher! Higher! Higher!

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Brave men daring; people staring!
 Fire, Fire, Fire.
 Hear the watchers shout,
 See, they've put it out,
 All returning from the burning,
 Tired, Tired, Tired.

Country Child: How can the fire engines go so fast?

City Child: Because they have very good motors.

City Child (2): And the firemen always keep them in very good condition, too.

Country Child: I'd like to know how the siren works.

City Child: The captain, who sits besides the driver, keeps pressing a pedal with his foot. This makes the siren scream.

Country Child: I wonder how the firemen know where to go.

City Child: There is a machine in the firehall that tells where the fire is. It taps out the number of the alarm box on a strip of white paper.

Country Child: Do the firemen count the taps?

City Child: No, they don't need to. The machine puts little dots on the paper. If the alarm has been rung from Box 41 the machine makes 4 dots and then leaves a space. Then it makes one more dot.

Country Child: Isn't the ladder truck a long one? How many ladders does it carry?

City Child: About five. The tallest ladder in Edmonton is 85 feet high. That's the aerial ladder. It is used only for fires in tall buildings.

Country Child: I think I'd like to be a fireman some day.

Police Car

(A unison recitation.)

(The police car, of course, duly appears.)

Calling all cars!
 Calling all cars!

Police cars, please stand by!
 Number Ten must go at once
 And find the reason why
 A crowd has gathered at the bank,
 And why the people shout.
 Number Ten, proceed at once.
 Report what you find out.

("On the Road", by M. T. Hardwick. Copp Clark Co., Toronto.)

The Street Car

(An "actette" by Grade III. Their street car was big enough to sit in, "an' everything".)

If on the street you chance to meet a car bound for the city
 To walking go so far and slow would surely be a pity.
 So take the car and ride afar past all the shops and people,
 While rings the gong ding-dong, ding-dong, like church bells
 in a steeple.

Dong, dong, ding-ding-dong,
 Look out, have a care,
 Dong, dong, ding-ding-dong,
 Clear the track out there.

(During the singing of the second verse the people mentioned get in the street car as their names are mentioned.)

Within you find folk, cross or kind, the fat man with his paper,

The lady neat, the baby sweet, the boy who cuts a caper.
 The little girl with pretty curls, the woman with a basket,
 And each his fare holds out with care, whene'er the guard shall ask it.

(From Songs of the Child World, Book 2, Ryley & Gaynor.)

Lady (Joan): Does this car go to Mrs. Brown's house?

David: What is the address?

Joan: 11026 80 Avenue.

David: Yes, madam.

(Anne leans forward and says she is going too. Smiles and nods.)

Conductor (David): To the left you see the Parliament Buildings. (All look out of the window.) Now, we are coming to the High Level Bridge.

Douglas (frightened): Do you think we'll fall over? It is very high and I feel scared.

David: Oh, no sonny. You are quite safe. On this bridge there is a guard rail. (Douglas sighs with relief.)

Gordon: What is that building with the big chutes and stacks of coal?

David: That is the power plant.

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General Editor, Lloyd White, B. Paed., A.M.

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RYERSON

Lorna: Is that little bridge any good?
 David: Yes, indeed. The gas goes over that bridge to the people who live on the north side of the river.
 Stranger: Yes, and the water goes over the same bridge to the people who live on the South Side.
 David: Transfer to University bus. (Stranger gets transfer and gets off.)
 David: University Hospital.
 Douglas: Do we get off here?
 David: Where do you want to go?
 Douglas: Oh, I am going to see Tommy Brown.
 David: Three more blocks. I'll tell you when to get off.
 (A little later.) Get off here if you are going to the Browns'. (All get off.)
 Anne: Please tell me if I can get any rusk for my baby. She is teething and I left the box on the train.
 David: That store on the corner will be pleased to serve you. Let me help you with your baby, Madam.
 Anne: Thank you.
 Lorna: Where are the others?
 David: I expect they will be on the next car.
 Lorna: Thank you.
 David: The Browns live over there, just one block.
 Joan: This is such an interesting town and so comfortable, too!

Scene III. (Entertained at the Browns'.)
 (The Browns and their visitors have returned from their tour of the city. It is now after lunch and the family are enjoying the bright afternoon on the lawn in front of Grade I's house.)
 Mrs. Green: That was a delicious lunch. You have been very good to us.
 Mrs. Brown: It has been such a pleasure to have you here.
 Mr. Green: This is a fine house you have, Mr. Brown. Do you need many servants?
 Mr. Brown: No servants, Mr. Green. I have all my fine boys and girls. But in our town we have many helpers who make life happy and pleasant.
 Mrs. Green: How splendid. May we see some of them?

(Song is largely original and adapted to music in Play Drill and Singing Games, McDougall Educational Co., London, E.C.)

Busy Helpers (Action Song)

Who'll help the carpenter build a house for me?
 Build a house for me, just so!
 With a bing-bang, swish-swish, splash-splash!
 Build a house for me, just so!
 Who'll help the Postman take the letters round?
 Take the letters round, just so!

With a Rat-tat! Rat-tat! Rat-tat!
 Take the letters round, just so!

Who'll help the Policeman march along his beat?
 March along his beat, just so!
 With a Who's there? Who's there? Who's there?
 Marching on his beat, just so!

Who'll help the fireman with his heavy hose?
 With his heavy hose, just so!
 With a ss-ss-ss-ss-ss-ss-ss
 With his heavy hose, just so!

Who'll help the garage-man fix up our cars?
 Fix up our cars, just so!
 With a Clean-up, Clink-clink, Fill with gas!
 Fix up all our cars, just so!

Who'll help the delivery man bring our food to us?
 Bring our food so safely oh
 All the good fruit, sweet milk, crisp bread!
 Bring our food so safely oh.

The Busy Cobbler (Action Song)

(From Music Hour in Kindergarten and First Grade, Silver Burdett.)

Tippity, tippity, tap, tap, tap, tap,
 The cobbler pounds on his big, stout lap;
 He tick-tacks one and he tick-tacks two,
 And he makes old shoes almost like new.
 Tippity, tippity, tap, tap, tap,
 The cobbler pounds on his big, stout lap.

(Song was followed by The Shoemakers' Dance, with the Rhythm Band playing the accompaniment.)

Mr. Green (looking at his watch): Why, it is almost eight o'clock. We have had such a good time. We did not know it was so late. Mother, we shall have to hurry off to catch our train.

Mrs. Green: Is it that late? We shall have to hurry! Thank you for giving us such a good time!

All: Good-bye, good-bye!

Good-bye Song

Far over the western hills
 The sun sinks low,
 Our visit has been such a happy one,
 But we must go.
 We thank you all for a happy time
 And so good-night.
 The light is paling behind the hills,
 It fades from sight.

ART and the CREATIVE ILLUSTRATION

By MR. M. W. MacDONALD, Technical School, Edmonton

A GREAT deal has been written and said about Art as a medium for training in citizenship and social service. Any such consideration requires a clear understanding of the definition of a good citizen and how his art training and appreciation of beauty may be utilized for community services. In order to see this more clearly let us consider the following:

"A good citizen is a person who habitually conducts himself with proper regard for the welfare of the community of which he is a member, who is active and intelligent in his co-operation with his fellow citizens; and who is appreciative of the freedom and privileges of the community in which he resides."

The necessary training in Art required for such citizenship must assist the citizen to establish himself economically

and enrich his life as an individual. A comparatively small percentage of the citizens of any community requires training as specialists for the art-using industries or occupations. On the other hand we are all artists, regardless of the type of business or activity in which we are engaged, and each of our pupils has a right to that kind of art training which shall extend beyond the measure of his mere "living" and into the real "living", that he enjoys for his work and his community co-operation. He is entitled to enjoyment of the many phases and expressions of beauty in daily living, and society demands of him in return a contribution to harmonious living. In the interests of the pupils therefore, it is necessary for us to make art decisions. Let us follow an average individual through the happenings of a day. He rises in the morning in a room containing wallpaper, curtains, furniture, and pictures. He puts on a suit of clothes that is perhaps chosen for its color. He adjusts a tie to a

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collar that matches his suit. He sits at a table where silverware and dishes are well designed and colored. He may drive to work in a car chosen for its "line", and on his way pass through a park and by buildings where he sees orderly arrangement and good architectural design. His work may be in a well-ordered office where, through the very arrangement of things, a sense of quiet efficiency is effected. At night he returns again to a house, that we hope, has a pleasing color combination; that blends in sufficiently well with its surroundings; and has at least one room that is invitingly restful.

I think that a reasonable amount of study along the lines suggested above, should reveal the necessity for the expressions, "Art in everyday life", and, "Art for use", found so liberally in many of our newer programmes of studies. It is an art for use. It is a subject that will stimulate an interest, and awaken in the child something of the beauty that has gone before and something of the beauty that surrounds him today in all the arts. One of the strongest arguments (if any indeed is needed), is the usefulness it exhibits in making the many other school subjects live, be real, and leave with the child through doing a lasting impression because he "made it".

I am here inclined, however, to think that a word of warning is often needed on how art in the classroom is to be used. If it is, as we are sometimes led to believe, to be used as a handmaid to other activities, then those who are genuinely interested in art, will readily see that it could very soon lose its identity as a school subject. This should not be the case in a well planned school programme. The phases of drawing, painting, design, etc., outlined in our courses should receive a special place in our time-table for special attention.

THE CREATIVE ILLUSTRATION

One of the divisions of our course, perhaps giving some concern to many teachers, is the one known as Creative Illustration. There is, of course, nothing new here. It is, after all, the kind of illustration that perhaps we of the fading generation may have had our knuckles rapped for attempting, particularly if it had occurred during an appropriated restful moment of an arithmetic lesson. The only essential difference appears to be that we are now attempting to take that desire for expression, to encourage it, and to give it necessary direction where desired. It is of this expression that I wish to speak briefly, and offer, perhaps, a few suggestions.

Experience with creative illustration will leave no doubt in the mind of the instructor that it provides an unexcelled opportunity for giving pure enjoyment, chance for observation, and freedom of expression. It is partly based on the theory that, "children draw best when they are drawing things that they are interested in," and partly on the theory that the learning of the fundamental skills or "technique"

required, will develop as the need for such knowledge arises. The following treatment, therefore, will be based to some extent on the work done by the Saturday morning classes in the Children's Centre in the Museum of Arts, Edmonton, and to some extent upon the observations gleaned from work with pupils of varying grades and ages in the actual classroom.

In regard to the former I should like to outline the procedure and to make one or two things quite clear. First, the work in the museum is with pupils who, for reasons known better to the teachers and principals of different schools, have been chosen to come; they are supposed to have an interest in drawing before they are selected. Secondly, they do not have to come unless they wish. They range in ages from seven to fifteen years, although a few younger and older ones are admitted if room is available. They come each Saturday morning at ten o'clock and remain in their art activities until twelve noon. The discipline problem scarcely ever enters into it, notwithstanding the fact that a class of ninety has often been supervised by two teachers. The interest is continuous throughout, but the pupils do not always work steadily for the two hours. Exhibitions are always hung around the walls and the children are free to move about getting ideas. Copying is rarely found and always discouraged. At ten o'clock the children are brought together for a ten-minute talk by an instructor. They usually stand and are allowed to participate freely in all discussions of pictures taken for appreciation. The talks vary, but are suited to the child and are mainly to help him discover beauty and enjoyment in the things of every day life, as well as to gain a reasonable amount of knowledge of our great artists, and of how pictures are made. "What they may draw today", is then suggested, while pupils who have an "idea" before coming to class are allowed to carry that idea out regardless of the topic suggested. Some of the more successful suggestions have been:

- (1) This is what happened to me the first time I went skating.
- (2) The fire-engine came to our house like this.
- (3) My dentist looked like this when he pulled my tooth.
- (4) The haunted house.
- (5) An old lady and a little child going through the woods on a stormy day.
- (6) People on the streets look like this on a rainy day.
- (7) I climbed out on the limb. It broke. I fell into the water like this.

Many others of a similar tone might be suggested. Notice the "like this" expression in many of them. Simple poems, fairy stories, scenes from history, all have possibilities for use, and many have been tried out with agreeable success. Often the fairy story is divided into many scenes. Each child of a group of fifteen or twenty is given a definite

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scene to illustrate. The finished work of perhaps a week later is then mounted in order, telling pictorially the continued story. Giving out topics a week in advance is usually good. In this case they are of such a nature that they require the child to observe closely during the week, so that he comes back to the class with ideas gathered from various contacts made during his work and play. Pose drawing, clay modelling, making masks, and lino-cutting are added for those who are interested in such from time to time.

MEDIA AND MATERIALS

The media that the child works with depends on, (1) his own choice; (2) on what is available; (3) on the suggestion of the teacher as to what is the best for the type of picture and (4) on the sometimes elaborate box of water-colors or colored pencils he has received for a Christmas present. All media such as tempera, water-color, pastel, crayograph, or colored pencils may be in use each day. Ordinary "sized" powdered color mixed with water, or when "unsized" mixed with egg-white and kept in small jars with tight-fitting covers, is a universally satisfactory medium, capable of allowing a broad free treatment when applied. If a supply of ginger jars could be obtained through the help of the pupils they serve well, as the lids are excellent for mixing the colors.

Brushes of the long handled bristle or camel-hair type should be used with tempera. It is better to have a fairly wide brush, not less than $\frac{1}{2}$ inches, with a handle of from ten to twelve inches. This handle gives a balance to the brush and the size prevents nearly all attempts to fuss with detail; thus giving the child a chance to discover that one of the essentials of picture making is not "how much can I put in," but rather "how much can I leave out."

Water-color is a difficult medium to handle but its use should not be discouraged, especially for small pieces of work. A good-sized brush should be used here also to allow free treatment. Clear washes are best as too much "muddling" in this medium causes the illustration to lose its chief charm—the transparency of the colors.

Many kinds of colored chalks, pastels, and colored pencils are available. The difficulty with most of these is the lack of permanency due to "smudging". A fixative made with white shellac dissolved in alcohol helps when used as a spray, but is never wholly satisfactory. A good pastel often loses something of its freshness from this treatment. A decided advantage, however, in the use of pastels or chalks lies in the ease of application and the rapidity with which the child achieves his results. He usually has something to say and after sufficient thought and study should be able to say it with speed and force. An open stroke, with no, or very little, rubbing helps also to give a "sparkle" to the color.

When paper is to be considered it is usually a good plan to select one for its strength as well as for its color. A good quality building paper in a neutral color answers the purpose quite well as an inexpensive base for tempera. Newsprint is quite useless as it is much too easily torn. The cheap variety manilla is good for water-color, but should be kept as free from erasures and rough handling as possible. Sugar-paper is satisfactory for any medium, although it has one disadvantage—the cost price per sheet. The smooth sides of the common brown packing-boxes, if cut into sizes in good proportion, serve nicely to pin the drawings on while they are being painted. Similar pieces may be used satisfactorily to paint on directly with tempera colors.

SUPERVISION

When and how much should I help the child while he is working? This is an important question and one that is often asked in this type of work. Generally speaking I should say, "when he is working" he needs no help. The instructor's business, however, is to be available when help is needed and many little problems of the "How can I?" species are bound to appear. Proper supervision should

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refrain from forcing opinions on the child when he has his own idea clearly in mind, and judging his work when finished from an adult standard is equally disastrous. It is however unreasonable to assume that the child just works along from day to day without a desire to improve. Usually suggestions by the instructor, given at the proper time, are welcomed and a child feels very keenly the sense of improvement when his work of today is compared with his work of last month.

One illustration may serve here to show the disastrous results that too much direction might have caused. The story was Little Red Riding Hood. The child seven years of age. Yes, she drew Little Red Riding Hood, the basket and the trees. The trees were ten in number, all evenly spaced and about the same size. Between each tree was a sun. In all, nine suns! "But why the nine suns, Ethel?" The answer was prompt. "Because the sun shone between all the trees as she walked along." One can only imagine the seriousness of destroying that delightful childish way of telling what she wanted to tell by showing her how it should be done.

CONCLUSIONS

From many sources come the following suggestions for developing creative talent:


- (1) Boys do not ordinarily like to draw the same things as girls do. Boats, airplanes, trains and cowboys never seem to interest girls to the same extent that dolls, interiors and costumes do.
- (2) The fondness for drawing people is greater before nine years of age than after.
- (3) Girls draw people before nine years of age oftener than boys do.

- (4) Landscapes are not often attempted by the child himself; the tendency however, increases.
- (5) Children pass through many stages of development in their reactions to picture making.
- (6) Children delight to work in various media. In the first and second grades children should be allowed to express their ideas through the manipulation of many media, viz., crayons, water-color, tempera.
- (7) Into all drawings by children there enters a certain amount of child symbolism. This child idea should be encouraged. The ideas and stories that are based on these symbols are of untold value in developing creative work.
- (8) In about the sixth grade students develop a false realism; their minds are full of ideas for building pictures; they are continually gaining power to arrange and picture real subject matter.
- (9) Early years tell what they like to draw; later years tell what they dare to draw.

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LOCAL NEWS and Local Meetings

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W. R. EYRES
Secretary, Bow Valley Interscholastic Track and Field Association
Strathmore, Alberta

ANDREW

The Andrew Sub-local held its monthly meeting on March 18 at the Andrew School. The meeting was well attended.

Among the topics under discussion the new pension bill received a great deal of comment from members.

G. Filipchuk was chosen as delegate to the Annual General Meeting at the Convention. Miss D. Tanasuk was selected as the delegate to attend the "Psychology and Supervision of Reading Course" at the coming session of the Summer School.

For the April meeting, the Sub-local will meet at the Suchava School on Friday, April 28, at 8 o'clock in the evening.

BARNWELL-TABER

The January meeting of the Barnwell-Taber Sub-local was held January 26 at the home of Mr. Teskey, in Taber.

The usual business was transacted after which Mr. A. Earl, the chairman, discussed salary schedules of the different big units and the neighboring towns. Mr. Hooper and Mr. Earl presented to the group an outline of the work done by the Salary Negotiation Committee of the Taber Local. Educational Week was then discussed. Mr. Teskey reported on the Central Executive Meetings, which were held in Calgary Christmas week. He discussed the Summer School Course in the Supervision of Reading. He stated the phases of the Teachers' Pension Act as it had been drawn up for presentation to the government.

After the meeting was adjourned, a pleasant evening was spent in playing different games. The evening was concluded with a most delicious lunch served by Mrs. Teskey.

The next meeting will be held in Taber and will take the form of a theatre party.

BASSANO

On March 4, the Local held a meeting in the Bassano High School.

The Musical Festival which is to be held in Bassano on May 12, was discussed. The secretary informed us that Mr. Neucombe, choir leader of the Calgary Central United church, has consented to be the adjudicator of the music.

Discussions were also held regarding two bills which are being presented before the Legislature this session. The one bill states that the date on which teachers can resign from their positions will be changed from July 30 to July 20. The other is the Pension Bill for teachers.

Following the business part, Miss Dorothy Flanagan gave a very interesting talk on Commercial Vocations.

On the motion of Miss Murdoch, the meeting adjourned.

BATTLE RIVER PRAIRIE DISTRICT

On March 4, a meeting of the Battle River Prairie Sub-local was held at the home of Mr. and Mrs. Wm. Magrath, Dixonville. Interesting discussions took place on various Salary Schedules and the Regional Musical Festival. A delicious lunch was served at the close of the business meeting.

BAWLIF

The teachers in attendance at the March 11 meeting, discussed the new Pension Bill of the profession. As we lacked definite information on this new bill, most questions and problems confronting us here remained unanswered. Mr. Aldridge, of Bawlf, was appointed the convention delegate from our Sub-local. Consideration was also given to the appointment of a nominee to the provincial executive of the A.T.A. There also was a preliminary discussion regarding the Spring Field and Track Meet. Three beautiful certificates of honor were on hand ready for distribution to the winning schools of last year's field meet.

BERWYN

A very enjoyable meeting of the Berwyn Sub-local was held on March 4, in the Berwyn High School.

The meeting was begun with a short business session, in which it moved and passed that this Sub-local was in favor of returning to office, those persons now serving on the Central Executive in the capacity of president, vice-president and our district representative.

Rev. Gordon Bratt, the guest speaker, gave a very inspiring address, in which he advocated the necessity of a return to a closer relationship between the Church and the State, especially in the education offered in the schools. A vote of thanks was heartily given to Rev. Bratt.

After adjourning the meeting, lunch was served by the Berwyn teachers.

BOW VALLEY

The February meeting of the Bow Valley Sub-local was held in Carlsland, at the home of Mr. and Mrs. Hoover, the twenty-first of the month.

The minutes of the previous meeting, read by the secretary-treasurer, Mr. R. Eyres, were adopted as read. It was arranged that meetings will be held in these points: Gleichen, March 5 and Strathmore, March 6 to discuss the sports meet in May. The programmes arranged by the teachers for Educational Week, and which were postponed due to cold weather, will not be held this year. The following were nominated as delegates for the Easter Convention at Edmonton: Mr. S. Crowther, Mr. R. Hoover and Mr. R. Eyres. The business section of the meeting closed with a discussion of resolutions to be sent to the executive of the Local.

The meetings henceforth, will be held in Strathmore, and lunch will be taken in charge by the different teachers.

The evening closed by the serving of a refreshing lunch provided by the Carlsland teachers.

BOW VALLEY

The March meeting of the Bow Valley Sub-local was held in the Strathmore High School,

"Every child in our class knows the importance of regular gum massage—to sound, healthy teeth"

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A typical scene in thousands of Canadian classrooms, where gum massage drills are a regular part of oral hygiene work. While the children practice the correct technique of massage, teachers explain the importance of care of the gums—the value of invigorating massage in helping to protect dental soundness through the years.

Classroom drills in gum massage are helping today's youngsters toward a future of better oral health—of brighter smiles.

TO THE schools of the nation, Canada's educators have carried the modern crusade for health. Because of their efforts, the men and women of tomorrow will be better trained in essential health habits—better equipped physically, as well as mentally, for the active years ahead. And to these youngsters, oral hygiene means more than the care of the teeth—it means the care of the gums as well.

It's easy to see why teachers stress and dentists encourage these classroom drills in gum massage. They know how little healthful exercise modern soft foods give the gums, and how prevalent is the tendency toward lazy, soft and sensitive gums. Robbed of the work and

stimulation they need to remain healthy, gums often signal their distress by that warning tinge of "pink" on your tooth brush.

To help invigorate these lazy gums, says modern dental science, give them the regular stimulation of massage. Many modern teachers follow this precept by holding classroom drills, explaining the simple technique of gum massage. The index finger is placed on the outside of the jaw to represent the tooth brush and rotated from the base of the gums toward the teeth. The children are told to practice this massage at home to speed up circulation in the gum tissues—to rouse sluggish gums to a new and healthier soundness.

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on the twenty-first of the month.

Mr. Eyras gave a report on the meeting held at Gleichen regarding the Sports' Meet. The 20th of May is the date set for the large meet. The local meet for Strathmore, Carlsland, and the schools nearby, is on May 6.

Mr. S. Crowthers reported on the Programme Committee's plans for April. Inspector Wilson is to be asked to speak at the next meeting. If he cannot, provision is to be made for some other outside speaker to come.

Two interesting talks were then given. Mr. Alec. Fernet spoke on "Social Studies," and Mr. George Pettinger on "Current Events".

The refreshments were provided by Miss Kennaugh and Mr. Fernet.

CALMAR

The regular monthly meeting of the Calmar Sub-local was held on March 18, in the Rose Hill School, at 2.30 p.m.

Superintendent J. J. LeBlanc gave a very instructive and helpful talk on Social Studies and Remedial English. "We must," stated Mr. LeBlanc, "evolve new methods of checking the results of the Social Studies in Schools." At the conclusion of his address, he suggested that the teachers consider the advisability of establishing a circulating library within the Sub-local. After hearing the guest speaker's inspiring talk, a discussion followed.

The district councillor then gave a report of the meeting of the District Association. Mr. Wilfred Fors was chosen as a delegate to the Easter Convention. Following the business part of the meeting, those present were entertained at the home of Mr. and Mrs. Cyril Pyrcs. The hostess assisted by Mrs. Wilfred Fors and Miss E. Gill, served a very delicious lunch. Boy! Was it a lunch or a meal!

The next meeting will be held on Thursday, April 20, at 8.00 p.m. Where? In the Rose Hill School. Notice the change in date. Teachers—let's get going!

COALDALE

The Coaldale Sub-local held its monthly meeting on March 7, at Coaldale. The attendance was good, although some teachers were absent because of "flu".

The forthcoming Easter Convention was discussed and it was urged that all teachers of the local should attempt to be present. Mr. White, Miss Nicol and Miss McCully were recommended to the central council as delegates to the Convention.

A short discussion took place on the Pension Scheme now being introduced into Parliament at Edmonton and Mr. White was asked to investigate the bill and report back to the group at the next meeting.

The Sub-local was privileged to have as its guest, Mr. Miles, Boys' Work Secretary of the Tuxis Organization in Alberta. Mr. Miles told the group an interesting story.

Following the meeting, group games were held. When the points were counted, Mr. Alan, of Crystal Lake and Mr. Kunst, of Coaldale, were tied for first.

A tasty luncheon was then served by members of the Coaldale staff at the home of Mr. and Mrs. J. White.

COALHURST

The Coalhurst Teachers' Institute and A.T.A. Sub-local held its March meeting in the Monarch School on March 16, at 8.00 p.m. Twelve teachers were present.

The representative of this Local to the Local of Lethbridge School Division No. 7, gave an interesting report regarding salary schedules and resolutions to be presented at the Easter Convention. Mr. Douglas Gaudette, of Nobleford, was nominated for delegate to the Convention. There was some discussion as to the use to be made of the funds of the local. Among other suggestions was one that reference books be purchased for use of the members.

Following the business meeting a social hour was enjoyed, during which lunch was served by the Monarch Staff. The next meeting will be held at Rolling Hill School on April 20, at 8.00 p.m.

CARSTAIRS-CROSSFIELD

The February meeting of the Carstairs-Crossfield Sub-local was held at the home of Mr. M. McCoy on February 18. The first part of the evening took the form of a discussion on Social Studies led by Miss M. Skell and Mr. M. McCoy. Many interesting questions were raised and such things as balancing the material and careful planning of enterprises were discussed. After the discussion a short business meeting took place. The minutes were read and the main business was selecting a new programme committee and a press reporter. A theme song, "The More We Get Together", was chosen. The meeting closed with a lunch served by Mrs. McCoy.

CAYLEY

The regular meeting of the Cayley Sub-local was held February 11 in the Cayley School. The pension scheme was discussed. Miss J. Gilchrist was appointed delegate to the Easter Convention in Edmonton. The meeting was concluded by an instructive lecture on the Enterprise Programme for the benefit of those present who had not participated in Enterprise Work. It was decided to have an open forum on Enterprise Education at the next meeting. Lunch is to be provided by the Cayley teachers.

CLOVER BAR

The Clover Bar Sub-local meets the first Saturday of each month at 10:30 a.m. in the Masonic Temple in Edmonton.

The meeting of Saturday, April 1, is to be featured by a luncheon, and guest speaker.

CORONATION

The teachers of the Coronation Sub-local held their monthly meeting at the home of Miss E. Mayhew, on March 4. Mr. E. Butterfield gave information received on Salary Schedule for the Large Division. A discussion of possibilities for school children attending the celebration for the King and Queen in Edmonton, on June 2, was held.

The meeting place for the April meeting was changed to the home of Miss Dorothy Fleming, at Arkona School.

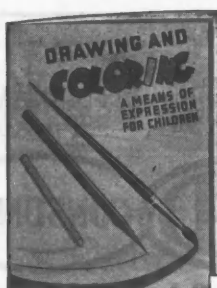
After the business meeting, lunch was served.

DAPP-JARVIE

Since its organization the Dapp-Jarvie Sub-local has held four meetings, three at Dapp and one at Jarvie, and has transacted considerable business of importance. The officers, Mr. E. P. Gartley, president and councillor, Mr. L. O. Berger, vice-president, and Mr. T. A. Norris, secretary-treasurer and press correspondent, are very desirous that the spring meetings be well attended for there is considerable business of importance to be dealt with, including the all-important matter of the adoption or consideration of a salary schedule. We realize the difficulties of securing transportation but we desire that all members keep in mind the meetings to be held on the first Saturdays of May and June and that all attend who can possibly do so. We are planning on having some interesting outdoor activities in conjunction with these meetings; so come and enjoy an outing with us on these occasions.

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DAYS LAND

The regular meeting of the Daysland Sub-local was held on March 11, at 2 p.m., in the Daysland School. Plans for the forthcoming Musical Festival were discussed and arrangements were made.

EDSON

At a meeting held on Saturday, March 4, teachers of the Edson Sub-local were particularly favored by having Dr. M. E. LaZerte as their guest speaker. At a luncheon held in the Imperial Hotel, Dr. LaZerte discussed the importance of the administrative and professional sides of teaching and outlined the need for strong co-operation among teachers to uphold the securities and wage minimum we have attained.

Later in the afternoon Dr. LaZerte addressed the teachers and members of the Home and School Association on Education and the new curriculum from the viewpoint of the teacher and the public. The discussion was very illuminating insofar as listeners were made to realize the great strides that have been made in educational progress in this province.

ERSKINE

The regular meeting of the Erskine Sub-local was held on February 11, by Mr. R. Patrick, president. The teachers were pleased over the success of the concert held in Erskine, January 20, to which each teacher had contributed two or three of the best numbers from the Christmas concert. It is felt that such a programme aids in fostering friendly inter-school spirit. An informal discussion re the salary schedule followed. After a short social period lunch was served.

FAIRVIEW

The Fairview Sub-local met at the home of Mr. and Mrs. H. Wortman, of Fairview, on March 17. The weather being fine, more teachers were able to attend than usual. The regular business was transacted in the usual manner. Resolutions to be sent to the Easter Convention were drafted. A motion was carried whereby the members of the Fairview Sub-local would in the future, pay their annual fee of \$3.00 to the Association when attending the Local Convention, instead of paying the monthly fee as has been done in the past. Many topics of interest to the sub-local were discussed.

Following the business meeting a delicious lunch was served by Mrs. Wortman, which was greatly appreciated and very much enjoyed by all.

The Fairview Sub-local will hold their meetings on the first Saturday of each month at 2.00 p.m.

FISHBURN

An organization meeting of the Fishburn Sub-local was held at the home of Mrs. Slater, Fishburn, on February 14.

The following were elected for office: President, Miss F. D. Halton, Fishburn; Vice-president, Miss F. Dennis, Pincher Creek; Secretary-treasurer, Miss L. Arbogast, Fishburn; attendance committee, Miss Porter, Fishburn, Mr. W. Schindler, Twin Butte; Press Correspondent, Miss M. E. Anderson, Springridge.

It was decided to hold the meetings on the third Tuesday of every month. After a short discussion on salary schedules the meeting was adjourned.

FOREMOST

A meeting of the teachers of the Foremost Sub-local was held in the Foremost School, March 1, with thirteen members present.

After a motion by Mr. Folk, the members voted in favor of the following motion:

"Be it resolved that the A.T.A. urgently press that a tax for educational purposes be placed on a province-wide basis."

The selection of delegates to the Easter Convention was left in the hands of the executive.

After the business meeting, Miss MacGregor gave a very interesting and helpful report on choral speech and Miss Turner contributed many helpful points on music for festival work.

The next meeting will be held April 1.

FORT SASKATCHEWAN

A meeting of the Fort Saskatchewan Sub-local took place on March 8, at the home of

Mrs. G. Becker, with Mr. W. A. Scott and Mr. D. R. Cameron as hosts.

Dr. G. E. Turner gave a highly instructive talk on "Plant Life of Alberta", which was illustrated by a splendid collection of various species of flowers within the province. Following this, a business meeting was held. Matters pertaining to the nomination of officers for the Provincial Executive; resolutions for the Annual Meeting, and arrangements for billeting teachers at the Easter Convention, were discussed.

It was decided to call the next meeting at the home of Miss H. Bacon, of Pleasant View, on Tuesday, April 25, at 8.00 p.m.

A toothsome lunch was served at the conclusion of the meeting.

GIBBONS-BON ACCORD

The regular meeting was held on the evening of March 9 and was well attended.

Reports were given by the Councillor of the local and the Salary Schedule Chairman.

After discussion the Salary Schedule Chairman was instructed as to the Local's stand regarding certain clauses of the proposed salary schedule.

Mr. Brown was nominated as Local candidate to stand for election to the District Executive.

The Bon Accord Principal was elected to be delegate to Edmonton at the Easter Convention.

The Motion Picture schedule for March was drawn up.

GRAND CENTRE

The organization meeting of the Grand Centre Sub-local was held on March 4 at the home of Mr. Edgar. The following officers were re-instated: President, Mr. F. Milany, Beaver Crossing; Vice-president, Mr. S. Leland, Cherry Grove; Secretary-Treasurer, Mr. J. Stonehocker, Riverhurst.

The interest taken by Trustees and District Representatives at these meetings is commendable.

With Mr. Leland in the chair, the following business was dispensed with:

1. The name of Beaver Crossing Sub-local was changed to that of Grand Centre Sub-local as it was thought to be more central for all schools concerned.

2. The School Fair to be held, it was decided, in the Grand Centre Hall on September 22 with an alternative date of September 15. A special prize was offered to the highest girl or boy in the educational exhibits to act as an incentive to do better work.

3. It was decided to rent a motion-picture machine from the Department of Extension. Later a machine could be purchased by the Sub-local. The rental of the said machine would be accepted as part payment on a new one.

4. Definite steps toward the organization of the Grand Centre Young Mens' Grain Club, were brought under way. It was decided to have Mr. Fontaine, St. Paul, call an organization meeting of the boys concerned at his earliest convenience weather and roads permitting.

Several items of business were left over for next meeting namely: the election of Press Correspondent and a Sports Committee — discussions relating to the Dramatic and Musical Festival to be held at Bonnyville, etc., etc.

A date for the next meeting was left to the Sub-local Executive to set—and all concerned would be notified in due course.

GRANDE PRAIRIE

The Grande Prairie teachers met on March 4.

The teachers reported on the Spelling Tests which had been conducted in their schools and the medians were calculated. Arithmetic Reasoning Tests had been prepared by the Executive and were distributed.

An interesting feature of the programme was the address by Miss Jean Huston on "Psychology of Adolescence."

HALKIRK

The Halkirk Sub-local opened the season with a meeting at which new officers were elected. They were: President, Mr. J. Taylor; Vice-president, Mr. L. Dewar; Secretary-treasurer, Miss D. Halkier; Press Correspondent, Miss R. Hronek; Councillor, Mr. D. Milton.

It was decided that the forthcoming meetings be held at the homes of those residing in town during the winter months, and at the homes of those in the country during the spring. The January meeting was held at the home of Miss D. Halkier. Mr. C. Meyers, a member of the Castor Divisional Board gave a very interesting talk.

On February 11, the regular meeting was held at E. Taylor's. The roads being bad, only a few country teachers attended. The next meeting was held at D. Milton's. All teachers in the Sub-local are urged to attend the meetings which are held on the second Saturday of each month at two o'clock.

HANNA

The Hanna Sub-local held their monthly meeting on March 4, at 2.30 p.m. A salary schedule was read and accepted with the provision that the matter be reopened in the Fall.

After the business meeting a group of High School girls gave us several musical numbers. Following which Mrs. Wm. Stirling, formerly a Public Health Nurse, gave a very interesting talk on the different phases of her work and many of her experiences.

A very delicious luncheon was served by Miss Manhard, Mrs. Cook, and Mr. Cochran.

HINES CREEK

The fourth regular meeting of the Hines Creek Sub-local was held in the lobby of the hotel on March 18.

The following members have been appointed as the Sports' Committee for the Spring Track Meet: P. R. Sproul, E. B. Fox, R. B. Hemphill. It was decided that the teachers co-operate to make standard tests for the schools in this Sub-local.

The next meeting will be held in the Hines Creek hotel on Saturday, April 22 at 2.30 p.m. Make a special effort to be prompt.

INNISFAIL

On Saturday, March 4, a general meeting of the Innisfail Sub-local of the Red Deer Teachers' Association, was held in the Innisfail High School, President D. Ure in the chair.

Two guest speakers, Messrs. Harman and Hicks, of Edmonton, provided an interesting and informative address on the proposed Pensions' Act and the new system of Teacher Certification. The visitors complimented Innis-



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Following the meeting a delightful lunch was served.

ISLAY

The Islay Sub-local held its monthly meeting in the Islay High School on March 18, at 2:15 p.m., Mr. Grant presiding.

Mr. M. E. Allen gave the councillor's report. The motion was passed that the local fees be increased by fifty cents next term. The delegate to the Annual General Meeting was announced as Mr. M. E. Allen. The Sub-local then voted his expenses.

Discussion then took place regarding the Annual Amateur Programme sponsored by the Sub-local and to be held at Islay, April 21. Plans were left in the hands of committees.

It was decided to give away the Car Rug at the Amateur Programme.

Owing to the stress of business and the proximity of the School Fair meeting the talk on "Music" by Miss Eleanor B. Goodwin was postponed. Discussion regarding plans for the Track Meet will take place at the next meeting. So, we are hoping for a large turnout at the next meeting.

LETHBRIDGE

A council meeting of the Lethbridge Local Association of the A.T.A. was held in Lethbridge on February 25. A resume of the business discussed follows.

Mr. George Watson informed the Council that teachers of this district might belong to the doctor's contract held by the Lethbridge teachers. Arrangements were made for deduction of the required fee from the salaries of those teachers who wished to join the contract. The Council voted to pay Mr. Collins five dollars to cover carrying charges of the contract.

A committee was appointed to negotiate with the hospital regarding a hospital contract for the district teachers.

The following resolutions were then moved: That the Department make a list of the salaries of all teachers to be printed and made available to any teacher.

That if an increase in local A.T.A. fees were necessary that the fee be made proportional to the salary.

That additional information helpful to teachers be printed in The A.T.A. Magazine.

The business of nominations for the Annual General Meeting was next discussed. The meeting nominated Mr. Teskey, of Taber, for the position of Vice-president if he would run for that position. Otherwise they would nominate him for District Representative.

In the event of Mr. Teskey's accepting the nomination for Vice-president, Mr. J. White, of Coaldale was to be nominated District Representative.

Mr. H. C. Clarke, of Edmonton, was nominated for the position of President.

Mr. White and Mr. Baker were nominated as representatives for the Lethbridge District Convention Committee.

The meeting then adjourned.

MACLEOD

A meeting of the Macleod Sub-local was held on February 25, at the Public School. Mr. S. Lantinga presided and after the routine business was transacted, a report was presented on a meeting of the District Local which was held in Granum on January 28. At this meeting Mr. Lorne Blackburne was nominated as representative for South-Western Alberta. Mr. Pitt, of Granum, was named chairman of the Salary Schedule Committee and Miss Armer, of the Macleod Sub-local is to act as their representative.

The next business was the election of a delegate to the Easter Convention. Mr. Blackburne was chosen and the matter of a second delegate was left for the next meeting, which is to be held in Macleod on March 25.

At the conclusion of the business meeting, Mr. L. Blackburne gave an interesting talk on "The Newer Education". Refreshments were served by Miss Hamilton and Miss Hillier.

MANNVILLE-MINBURN

The March meeting was held in the Mannville School on March 4. Twelve teachers were present. Suggestion for Geographic Representative was made to the Vegreville Local. A.T.A. Delegates to the Annual Convention were selected. The topic for this meeting's discussion was "Methods in Composition Teaching". The discussion was led by Mr. Bullock and Mr. Paterson. For the next meeting it was decided that we should discuss the topic of "New Education".

MYRNAM

Except in January, the Myrnam Sub-local (Two Hills Division) has held its regular monthly meetings all winter. In the fall a joint meeting was arranged at Derwent with the Sub-local there. A very interesting and instructive programme was enjoyed by all.

The meeting here on February 4 dealt faithfully with the proposed Reading Course, and voted to send a member to take advantage of it. Several resolutions were brought forward for discussion, one, of course, being in favor of teachers' pensions. It looks as if the Provincial Government agrees with us, at last.

A long discussion took place in regard to possible nominees for positions on the A.T.A. Executive.

The new regulations in regard to certain classes of School Fair exhibits were discussed. Mr. Du Beta, Principal at Beauvallon, gave a conscientious report of the District Meeting of December 10.

The financial statement showed a healthy condition of solvency.

In the evening an A.T.A. dance was held in the Myrnam U.L.T.A. hall.

The regular meeting on March 4, in New Myrnam High School was featured by a "quiz" in literature and history. Only lack of time prevented the infliction of quizzes in art and science. To judge by the lack of enthusiasm which seems to curse such a procedure, teachers would sooner quiz, than be quizzed.

Mr. Yawarsky was appointed to take the famous Reading Course. Mr. Du Beta and Mr. Teresio reported on the recent District Meeting. Mr. Chorney was chosen as delegate to the Annual General Meeting.

The members of the Sub-local were informed of the action of the Two Hills Divisional Board in voting \$400 for the coming Festival at Willingdon. Myrnam will be the site of the usual spring get-together, probably in May.

With the exception of the Press Correspondent, Myrnam Sub-local is as active as ever.

NEUTRAL HILLS DIVISION

The executive of the Neutral Hills School Division held a meeting at the home of Mr. Tom MacDonald, Veteran, on March 11.

It was decided that the teachers would co-operate with any outside organization wishing to arrange transportation for school children to see Their Majesties this spring. A Salary Schedule Committee was named to be ratified by ballots mailed to each teacher in the division. This committee will meet the Divisional Board on May 6, Consort, and will be prepared to report to the teachers at the Spring Rally at Gooseberry Lake, June 17. Plan to be at the Rally this spring and register your protest, directly, regarding the dues. If you think

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them exorbitant you should, in sheer self-defence attend the general meetings, such as this one in June and the one in Consort last Fall at which the local dues were set.

PINCHER CREEK

A meeting of the Pincher Creek Local was held in the Pincher Creek High School on February 25, with President Miss McWilliams in the chair.

A brief summary of the business of the meeting is as follows:

(1) The Sub-local, Gadashill's, request to be changed from the Lundbreck to the Cowley division, was granted.

(2) It was decided to call the local set the Pincher Creek Local.

(3) The constitution of the Local was discussed and committees were appointed.

(4) Following this the Salary Schedule was discussed, which took up the majority of the time. Mr. E. W. Evans and Mr. G. C. Miller conducted this discussion. At the conclusion of the meeting lunch was served.

PONOKA

The Executive and Salary Schedule Committee of the Ponoka Local held a meeting in the Ponoka School, Saturday, March 4, at 2:00 o'clock. Mr. Massing was elected chairman of the Salary Schedule Committee and Mr. Manson was elected Secretary-treasurer. A discussion took place on the salary schedule to be presented to the Divisional Board. Mr. Edwards submitted a resolution to be forwarded to the head office. Delegates to the Spring Convention were appointed.

SPRUCE GROVE-STONY PLAIN

The Spruce Grove-Stony Plain Sub-local met in the Stony Plain High School on March 1. Lantern slides from the Extension Department of the University were an enjoyable feature of the evening, following which Mr. Robert M. Putnam, B.A. M.Sc., gave an enlightening talk on the Development of Practical Farm and Home Training as Given by Schools of the United States.

Details of the forthcoming Musical Festival were discussed and it was decided to postpone the Annual Sports Meet until Fall in order to allow more time for the Festival work.

At the conclusion of the business meeting, a delicious lunch was served by the Refreshment Committee, which was voted unanimously a great success.

ST. PAUL

During the past three months the St. Paul Sub-local has functioned regularly. Much business has been transacted in view of the fact that it is expected that this part of the province is to be formed as a division.

The members have shown fine co-operation by a record attendance at each meeting and providing excellent and varied programmes. A class demonstration in music, made possible by the kind courtesy of Rev. Sister St. Paulin,

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of the St. Paul convent at the January meeting was indeed as praiseworthy as suggestive. Much credit must also be rendered to those members who so ably furthered the welfare of the Association through educational discussions and book reviews.

Education week was sponsored and culminated in a successful meeting, where the parents were entertained by a delightful programme and a series of talks on the new trends of education.

Mr. J. L. Gibault of this inspectorate was present at the last meeting and addressed the members on an educational survey he has made amongst the schools and advised concerning such data as he has compiled concerning this survey.

Resolutions were received to be forwarded to the District Local and upon approval presented at the Easter Convention in Edmonton. Mr. J. A. Durand was chosen as delegate.

STONY PLAIN

A meeting of the Stony Plain Local Executive was held in the Masonic Temple, Edmonton, March 11, at 1.30 p.m.

Nominations for the Executive of the Central Office were submitted by members from their Sub-locals. The nominee for President was Dr. LaZerte; for Geographical Representative—Miss Jean Warr.

A number of arrangements were made in regard to the Royal visit of the King and Queen. It will be possible for all children in the Stony Plain Division to see the parade from a section of seats arranged for them by the board. Particulars regarding this and a form of identification on each child, will be sent to each teacher. A form of entertainment will be provided for the amusement of the children as they await the passing of the parade. A committee, including Mr. Sharpin, Mr. F. Miller and Miss V. Miller was elected to make necessary arrangements for the programme.

The official delegates to the Easter Convention from the Sub-locals are: Mr. W. Bevington, Winterburn (Seba); Mr. Tanasiuk, Seba; Miss Fischer, Duffield; Miss Rowan, Tomahawk.

TAWATINAW

A meeting of this Sub-local was held in the home of Mr. and Mrs. Knisky, on the afternoon of March 4.

Mr. C. J. Masur was appointed as our representative to attend the next meeting of the Barrhead-Westlock District Local. It will be recommended that Miss N. McJannet represents this group at the forthcoming Easter Convention; also that Mr. F. W. McMillan be enrolled for the course in the Psychology and Supervision of Reading to be offered this year at the University Summer Session.

TOMAHAWK

Members of the Tomahawk Sub-local held their monthly meeting on March 4, at the Dnipro School, as guests of Mrs. W. Combs.

The reading of the correspondence followed with plans for assembling children for the Royal Visit in Edmonton.

The New Pensions Bill aroused much discussion and it was finally decided by the members to secure more information on the topic.

Plans are being made for a Novelty Dance in April to raise funds for the Annual School Field day to be held in June.

The "Question Box" brought out problems frequently arising in the classroom, and prompted lively discussion.

Many valuable ideas and views were presented in an article read by Mrs. D. McGinn, of Whitby, on "The Underlying Principles of the New Curriculum."

The meeting was reluctantly brought to a close but a most delicious lunch was served by the hostess, Mrs. W. Combs.

VERMILION

At the meeting of this Sub-local held on March 11, there were ten members present. Following the reading and approval of minutes, Mr. J. J. Part gave a report of the Executive meeting held recently in Lloydminster. Mr. J. C. Brown was nominated delegate to represent this Sub-local at the Easter Convention.

Discussion followed on taking pupils to Edmonton for the visit of their Majesties, King George VI and Queen Elizabeth, in June. Teachers are asked to bring the Booklets "Training and Certification of Teachers in Alberta," to the next meeting, the date of which has been set, tentatively, for April 22.

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VILNA

The following business was discussed at the last Vilna Sub-local meeting, held March 11.

1. Minutes of last meeting adopted.
2. Discussion on entries, fees, etc., in connection with School Fair, to be held in the Fall of 1939.
3. Mr. Ross was appointed our representative to attend the Easter Convention to be held in Edmonton.
4. Discussion of Sports' Day, to be held May 24, 1939.
5. President, Mr. Ross, gave a report on the work being done by the Central Committee of the Smoky Lake School Unit.
7. Moved meeting adjourn—carried.

WASKATENAU

The Waskatenau Local held its last meeting in the school on March 4. The nine teachers present spent the major part of the meeting discussing the Pension Scheme.

Committees were formed to plan for the banquet which is to be held in Waskatenau near the end of May.


After the meeting the teachers enjoyed a very hearty lunch—or was at a supper?

WEMBLEY


The regular meeting of the Wembley Sub-local was held on March 11, in the Wembley School. Mr. Davison gave an enlightening talk on a proposed Salary Schedule. For our next meeting, Mr. Howard Minchin is planning a report on "Banking".

WILLINGDON

The monthly meeting of the Hairy Hill Sub-local was held in the New Hairy Hill School on February 25. Mr. J. Euruchuk reported upon all items which were discussed at the executive meeting. The executive decided to hold a Music Festival in May. Mr. D. Chrapko was elected as a Sub-local representative to take the course in Supervision of Reading this summer. Mr. F. Shavehook was elected as a delegate to the Alberta Teachers' Easter Convention. After many open discussions of all and any problem, the teachers congregated at the residence of the Hairy Hill lady teachers, where they were treated to a delicious lunch. The next meeting will be held on April 1st either at Prouth or Hairy Hill, depending on the weather and roads.



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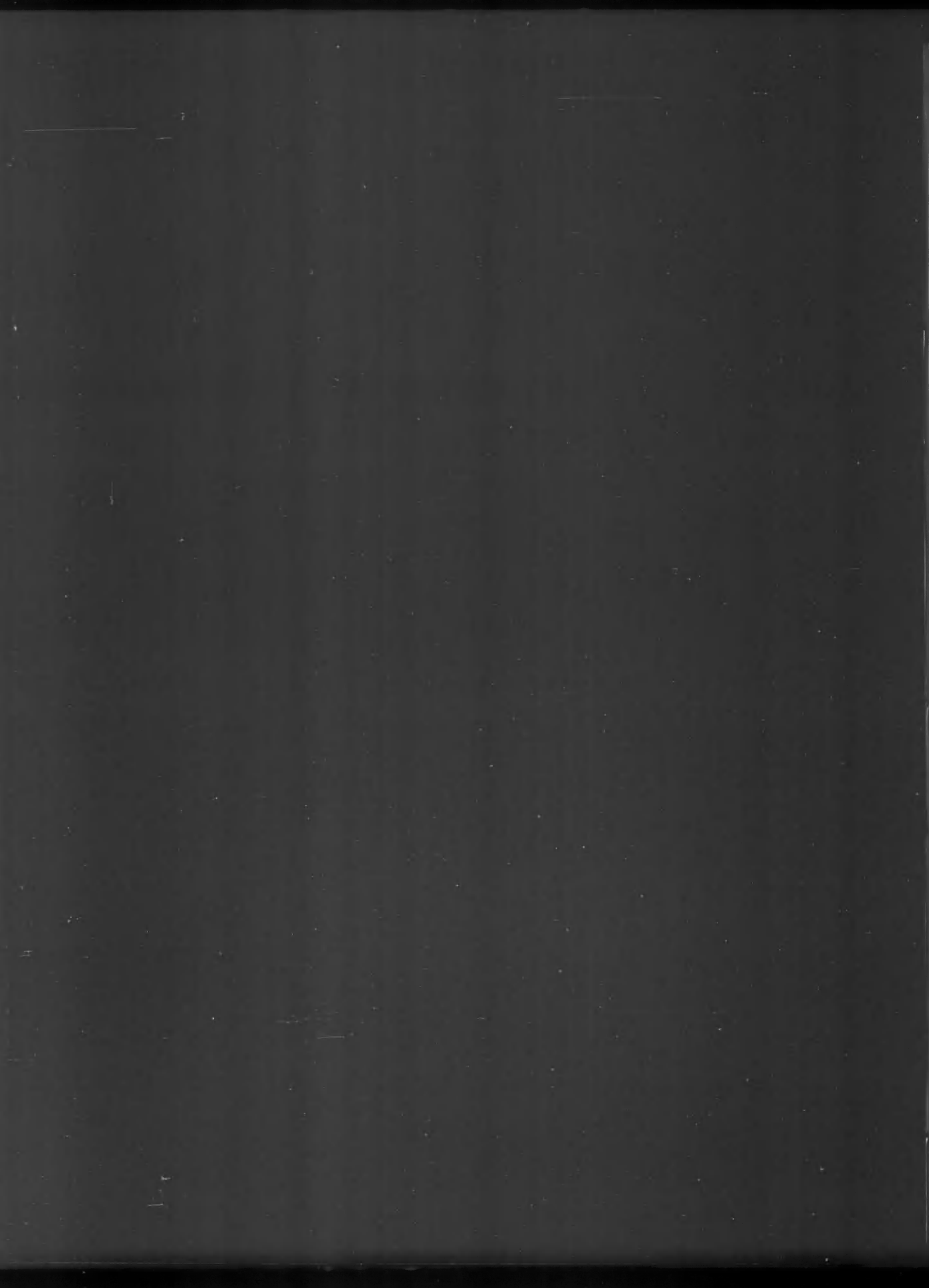
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Important Dates in Typewriter History

- 1866—C. Latham Sholes and Carlos Glidden started work on their writing machine at Milwaukee, Wisconsin.
 1868—United States patent issued for Sholes & Glidden Type-Writer, on July 14.
 1871—Sholes consulted with Thomas A. Edison on the Type-Writer at Edison's workshop in Newark, N.J.
 1873—Typewriter patent was bought by E. Remington & Sons, Ilion, N.Y., and commercial manufacture begun.
 1876—Remington Typewriter, writing only capital letters, exhibited to thousands at Centennial Exposition in Philadelphia.
 1878—Remington Model 2 introduced, writing both capital and small letters for the first time.
 1882—Organization of historic firm of Wyckoff, Seamans & Benedict, which expanded Remington into a worldwide organization.
 1894—Work started by Wellington P. Kidder in development of the principle of the Noiseless Typewriter.
 1896—Remington introduced first automatic ribbon reverse.
 1898—Remington introduced the first decimal tabulator.
 1907—Remington Adding and Subtracting Typewriter introduced, the progenitor of the Remington Accounting Machine.
 1909—The Noiseless Typewriter first produced commercially.
 1920—Remington introduced the first Portable Typewriter with Standard keyboard.
 1924—The Noiseless Typewriter Company was consolidated with the Remington Typewriter Company.
 1927—The Remington Typewriter Company became a division of Remington Rand Inc., world's largest manufacturers of office equipment.
 1931—First practical Noiseless Portable Typewriter produced by Remington Rand, followed by broad development in a wide range of lighter machines utilizing the Noiseless principle.
 ——— And now the New Remington Noiseless Model 10—the climax of a great idea.

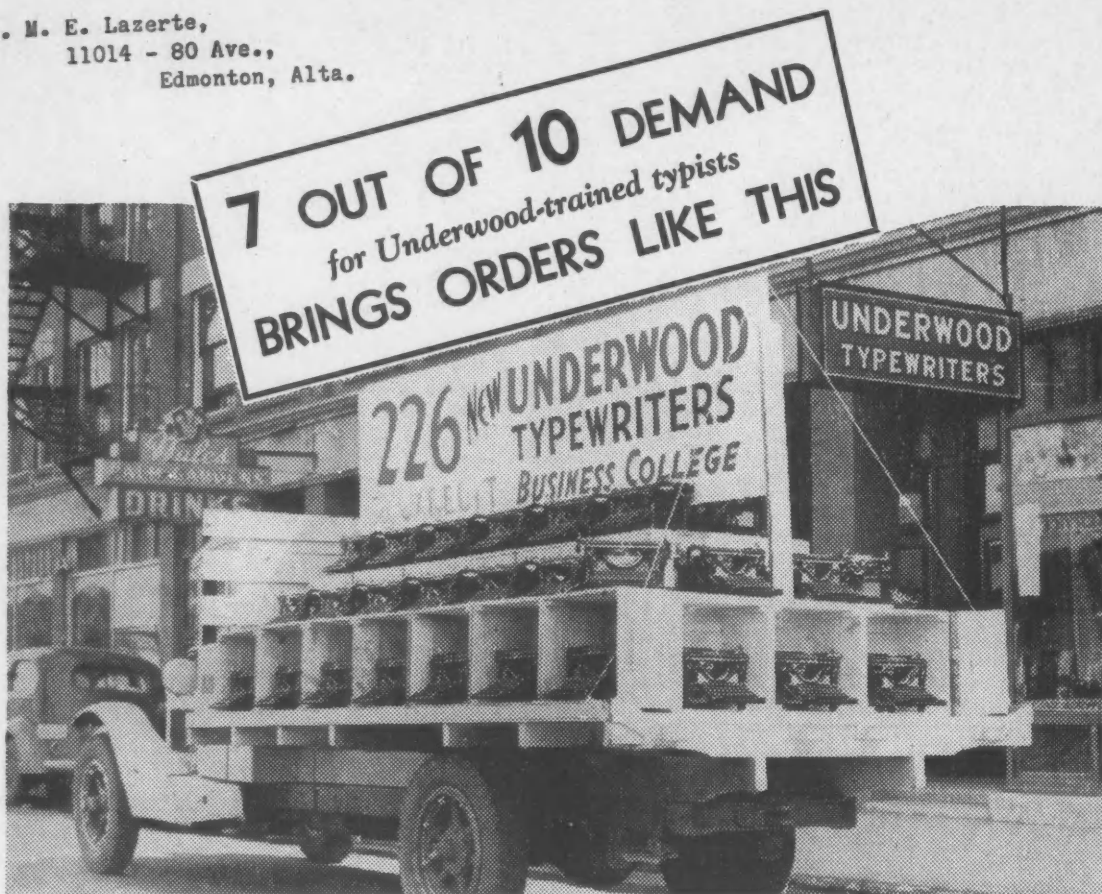
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